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YOUNG WOMEN IN VIRGINIA, A 10-YEAR FOLLOW-UP STUDY OF GIRLS ENROLLED IN 1954-55 IN THE TENTH GRADE IN VIRGINIA HIGH SCHOOLS. A RESEARCH CONTRIBUTION TO EDUCATIONAL PLANNING, VOL. 49, NO. 1.

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DESCRIPTORS- *HOMEMAKING EDUCATION, *VOCATIONAL FOLLOWUP, *FEMALES, FAMILY PROBLEMS, ACADEMIC ACHIEVEMENT, ATTITUDES, INDIVIDUAL CHARACTERISTICS, HIGH SCHOOL GRADUATES, DROPOUTS, HOMEMAKING SKILLS, OCCUPATIONAL HOME ECONOMICS, GRADE 10, HOME MANAGEMENT, *PROGRAM EVALUATION, EDUCATIONAL NEEDS, GRADUATE SURVEYS, FAMILY CHARACTERISTICS, VIRGINIA,

THE PURPOSES OF THIS STUDY WERE TO DETERMINE THE NEEDS FOR STRENGTHENING THE HOMEMAKING PROGRAM AND FOR PLANNING PROGRAMS TO PREPARE YOUNG WOMEN FOR OCCUPATIONS USING HOME ECONOMICS SKILLS AND KNOWLEDGE. HOME ECONOMICS TEACHERS COMPLETED DATA SHEETS FOR 2,679 OF THE 20,000 10TH GRADE GIRLS IN VIRGINIA SCHOOLS IN 1954-55. QUESTIONNAIRES WERE SENT TO APPROXIMATELY 2,300 OF THIS SAMPLE, AND 1,585 RESPONDED PROVIDING DATA ON THEIR CHARACTERISTICS, AND THEIR PROBLEMS, ATTITUDES, AND PRACTICES IN HOMEMAKING. THE GROUP WAS CHARACTERIZED BY EARLY MARRIAGE AND EARLY CHILDBEARING, EARLY TERMINATION OF EDUCATION AT BOTH HIGH SCHOOL AND POST-HIGH SCHOOL LEVELS, HOME OWNERSHIP, A MODERATE LEVEL OF INCOME, PAID EMPLOYMENT, AND SHORT TIME ENROLLMENT IN HOME ECONOMICS. PROBLEMS CHIEFLY CONCERNED ADJUSTING TO NEW SITUATIONS AND TO THE ROLE AND RESPONSIBILITIES OF A HOMEMAKER. THE SUBJECTS HAVING LONGER ENROLLMENT IN HOME ECONOMICS COURSES SEEMED TO HAVE MORE POSITIVE ATTITUDES TOWARD THE HOMEMAKER'S ROLE AND PREPARATION FOR IT, MORE INTEREST IN PREPARING FOR EMPLOYMENT IN HOME ECONOMICS OCCUPATIONS, AND A HIGHER REGARD FOR EDUCATION BEYOND HIGH SCHOOL. GRADUATES, COMPARED WITH NONGRADUATES, WERE MORE INTERESTED IN TRAINING FOR HOME ECONOMICS WAGE-EARNING OCCUPATIONS, WERE MORE FREQUENTLY EMPLOYED, HAD HIGHER INCOMES, AND HAD SUPERIOR PRACTICES OF MANAGING INCOME. IMPLICATIONS FOR HOMEMAKING PROGRAMS CONCERNED (1) INCREASED ATTENTION TO HOMEMAKING AND WAGE-EARNING TRAINING, (2) EXPANSION TO INCLUDE MORE GIRLS FOR A LONGER PERIOD, INCLUDING POST-HIGH SCHOOL PROFESSIONAL TRAINING, (3) PROVISION FOR ADULT COURSES, AND (4) IMPROVEMENT OF HOMEMAKING COURSES. TABULAR DATA AND SOME PARTICIPANT REACTIONS AND COMMENTS ARE INCLUDED. (BS)

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Young Women in Virginia

A 10-YEAR FOLLOW-UP STUDY OF GIRLS ENROLLED IN 1954-55 IN THE TENTH GRADE IN VIRGINIA HIGH SCHOOLS

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A Research Contribution to Educational Planning . . .

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YOUNG WOMEN

IN VIRGINIA

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DIVISION OF EDUCATIONAL RESEARCH

State Department of Education

Richmond, Va. 23216 • Vol. 49, No. 1 • August, 1966

YOUNG WOMEN IN VIRGINIA

What Are Their Characteristics?

Among young women in the 24-26 age group who participated in this State-wide study:

... Almost one half of them married between the ages of 15 and 19 and one half of them became mothers before age 20.

... One half of them had incomes in the $3,000-$6,000 income bracket.

... One half of them lived in homes which they own or are buying.

... Almost all of them had been employed since leaving high school.

... Over three fourths of them had been employed since marriage and two thirds of them were currently employed.

... Almost one half of them were living in urban areas.

... Many of them had changed places of residence two or more times in a 10 year period of time.

... Nearly one half of them were employed in clerical and sales occupations.

... Over ninety percent of them felt that young women today need preparation for homemaking in addition to that provided in parental home.

... Over ninety percent of them felt that young women today need preparation for employment.

... Slightly over one third of those who graduated from high school had four or more years of schooling beyond high school.

... Around three fourths of them had enrolled in home economics for one or more years.

... Over ninety percent of them bought most of the family's clothing ready made.

... One half of them were interested in training that would prepare them for employment outside the home.

YOUNG WOMEN IN VIRGINIA

A 10-Year Follow up Study of Girls Who Were in the Tenth Grade in 1954-55 in Virginia High Schools

A RESEARCH CONTRIBUTION TO EDUCATIONAL PLANNING

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INTRODUCTION

As one of its major responsibilities, the Division of Educational Research of the State Department of Education cooperates in the development of studies directed toward finding solutions to educational problems and needs. Studies are conducted by persons in local school systems, at institutions of higher education, by members of the Research Division and other divisions of the State Department of Education.

This study was conducted through the cooperative efforts of the Divisions of Educational Research and Vocational Education of the State Department of Education, and the Department of Education at Virginia Polytechnic Institute. Mrs. Rosa H. Loving, State Supervisor of Home Economics Education, initiated the study and provided leadership in its development. Miss Beth C. Jordan, Professor, Home Economics Education, Department of Education, Virginia Polytechnic Institute, conducted the study. Dr. W. S. Graybeal, who at the time was Supervisor of Educational Research for the State Department of Education, and Dr. Mary Lee Hurt, Home Economics Research Specialist, Educational Resources Branch of the United States Office of Education, served as consultants.

Specific and complete information about women in Virginia, particularly young women in their early adult years was not readily available. To meet this need, a "Follow-up Study of Girls Enrolled in the Tenth Grade in 1954-55" in Virginia High Schools was planned.

Specifically, this study was undertaken: (1) to provide needed data about Virginia's young women; (2) to determine the areas of education for homemaking that need to be strengthened or extended; (3) to find needs and interest of young women in preparing for employment in wage-earning occupations that require home economics knowledge and skills.

Presented in five chapters, the study deals with (1) characteristics of young women in the 24-26 age group who were in the tenth grade in 1954-55; (2) problems, attitudes, and practices pertaining to homemaking and family living; (3) educational needs as expressed by young women; (4) differences in characteristics of young married women who graduated and those who did not graduate from high school; and (5) differences in characteristics of young married women who did and did not graduate and who were enrolled in home economics for varying lengths of time while in high school.

It is believed that this report will be useful to home economics teachers, home economics teacher educators, school administrators, guidance personnel, and others interested in providing for the educational needs of girls and women in Virginia.

WOODROW W. WILKERSON
Superintendent of Public Instruction

CHAPTER I

DESCRIPTION OF THE STUDY

Purposes, Procedure, Sample

Purposes of the Investigation.—The study was conducted:

1. To determine the needs for strengthening the educational program which prepares for the vocation of homemaking.
2. To determine the needs for planning programs to prepare young women for occupations using home economics knowledge and skills.

Questions on which information was needed and desired were:

1. What are the characteristics in 1964-65 of young women in the 24-26 age group who were enrolled in the tenth grade in Virginia High Schools in 1954-55?
2. What are the problems in homemaking, attitudes toward homemaking, and practices used in homemaking of these young women?
3. Are there differences in the characteristics of young married women who enrolled for varying amounts of home economics while in high school?
4. What are the characteristics of young married women who dropped out of school before graduation in relation to those who did not drop out?

Procedure.—The State Supervisor of Home Economics Education in Virginia initiated the study by requesting assistance from the Home Economics Education Division of the Department of Education at Virginia Polytechnic Institute in assembling available information pertaining to young women in Virginia to be used as a basis for curriculum planning. Exploration of the 1960 census, of studies available in the Guidance and Research Divisions of the State Department of Education, and of other sources, revealed that the kind of information desired about young women in Virginia was not available.

After consultation with the Director and the State Supervisor of the Division of Educational Research in the State Department of Education and with the Home Economics Research Specialist, Educational Resources Branch of the United States Office of Education, it was concluded that the needed information could best be obtained through a comprehensive study encompassing all of the high schools in Virginia.

In the formative stages of the study, major responsibilities for the conduct and funding of the study were derived and clarified through cooperative planning under the leadership of the State Supervisor of Home Economics Education.

The Department of Education at Virginia Polytechnic Institute, the Home Economics Education Service, and the Division of Research in the State Department of Education each shared in a significant way in planning and carrying out the study. Approval for home economics teachers to participate in the study was obtained from the Division Superintendents of Schools in the State. They in turn consulted high school principals in regard to endorsement of the study.

Two instruments were developed for use in the study. One, a data sheet, was used by home economics teachers in the State to provide information about each girl whose name was drawn from the 1954-55 tenth grade roll. The number of data sheets to be completed by individual teachers ranged from one in small schools to 70 in larger city high school systems. The average number of data sheets per teacher was approximately eight. In multiple-teacher schools each teacher was sent a separate packet of data sheets for a proportionate number of the names to be drawn for the school.

The other instrument was a printed eight-page questionnaire to be mailed to the young women selected to participate in the study. Each questionnaire bore a school identification code number as well as a code number for each participant. The items on the questionnaire were coded for IBM processing. The average time required to complete the questionnaire was estimated to be approximately 20 minutes.

The two instruments were tried out in seven schools considered to be representative of schools in Virginia. The principal investigator and a graduate student, who assisted with the initial phase of the study, visited each of the schools and assisted in securing the necessary data to become aware of the problems involved in the procedure as well as to determine the effectiveness of the instruments. The procedure was found to be feasible; however, some revisions were made in the instruments following the trial run in the seven schools.

The procedures and directions for participation in the study were presented to all of the home economics teachers in the State at the 1964 Annual State Home Economics Education Conferences. The teachers who participated in the tryout of the study appeared on the program with the investigator to help teachers to understand the procedures to be used and to assure them that it was possible to obtain the necessary information using the procedures designed for the study.

The questionnaires were mailed to those whose names were drawn in the fall of 1964. A follow-up mailing of the questionnaire was done three weeks after the first mailing and a follow-up card was sent two weeks after this second mailing. This procedure was used in an effort to obtain as high a percent of returns as possible. When an addressee was unknown at the address to which the questionnaire was mailed originally, the parental address was used for a second mailing of the questionnaire. A letter was written to the parent and enclosed with the material to be mailed to the daughter. The parent was requested to address the envelope and mail it to the daughter. The cooperativeness of the parents significantly increased the percent of returns.

The Sample.—A random selection of eight percent (1,585) of the approximately 20,000 tenth-grade girls who were in Virginia high schools in 1954-55 participated in the study. The quota for each school in the State was based on 20 percent of the enrollment of girls in the tenth grade in 1954-55 (a total of 3,832) as reported in the "Superintendent of Public Instruction Annual Report, 1954-55." Despite the difficulties involved with the 3,832 data sheets mailed to the home economics teachers, 2,679 were returned. Usable mailing addresses were obtained for approximately 2,300 of the names drawn; 1,585, eight percent of the approximately 20,000 girls in the tenth grade who were in Virginia high schools in 1954-55, completed questionnaires which provided the data reported in the study.

Each school was provided the numbers to be used in drawing every fifth name from the 1954-55 roll of girls. A randomized sampling procedure was used for selecting the names to be drawn. A table of numbers was developed in which there were five columns numbered one, two, three, four and five. In each column every fifth number was entered up to the maximum number of names to be drawn for any one school in the State. For school one, the numbers were drawn from column one, school two from column two and so on for the first five schools. Thereafter, the same procedure was repeated in sequence for every group of five schools until numbers for all schools were drawn.

Numerous problems were encountered by home economics teachers in drawing the sample. Mobility of families made it extremely difficult and time consuming to trace the whereabouts of some of the girls. In some instances, it was difficult to obtain accurate married names and adequate mailing addresses. In some schools the 1954-55 class rolls were inaccessible or unavailable. New teachers in a school system had problems in tracing family connections or getting clues that would enable them to procure the information needed.

In addition, there were other problems connected with drawing the sample. Consolidations had closed some schools that were in existence in 1954-55. In some instances, student records from a school were distributed in two or more newly-established schools in a division. This complicated the procedure for selecting the sample. In some of the heavily populated metropolitan schools, individual teachers had as many as 25 or 30 names to trace.

Returns were received from practically every state and from addresses outside the United States as well. The returns were representative of girls who were enrolled in Virginia high schools in all sections of the State and in schools of different sizes as well as schools in rural, suburban, and urban areas. The study also included girls of different ethnic backgrounds.

CHAPTER II

CHARACTERISTICS OF YOUNG WOMEN

Educational Attainment

High School.—Of the 1,585 young women who participated in the study, 88 percent graduated from high school.

Post High School.—Over one-half (55 percent) of the young women who graduated from high school continued their schooling for lengths of time ranging from six months to four or more years. As shown in Table 1, 12 percent of the young women attended school for six months, 40 percent for one to two years; 10 percent for three years; and, 38 percent for four or more years.

Of the young women who continued their education about one-half had two years or less and approximately one-half had three or more years of schooling beyond high school.

TABLE 1

EDUCATIONAL ATTAINMENT BEYOND HIGH SCHOOL OF GIRLS WHO WERE IN THE TENTH GRADE IN VIRGINIA HIGH SCHOOLS IN 1954-55

Education Beyond High School	All Girls Number	Percent
6 mos.	90	12
1 year to 2 years	296	40
3 years	73	10
4 or more years	283	38

Scholastic Ability.—The intelligence characteristics of the young women in the study were very similar to the normal distribution of intelligence quotients for a large randomly selected population. Out of a population of 1,585 in the study, intelligence quotients for 1,351 were obtained. Intelligence quotients for 62 percent of the 1,351 fell into the 90-99 and 100-109 intervals with about equal distribution. These intervals represent the average ability range. The percent in the below-average (70-89) and in the above-average (110+) intervals were 19 and 19 percent respectively, a distribution which may normally be expected when a sample is drawn from a randomly-selected population.

Enrollment in Home Economics.—Seventy-eight percent of all girls in the study enrolled in home economics in high school from one to four years and 10 percent enrolled in home economics in college.

Slightly more than one-half (52 percent) of the girls in the study who are now married had no home economics in high school or only one year of this subject. Thirty-seven percent had two or three years of home economics and 11 percent had four years (refer to Table 2). About one-half of the young married

TABLE 2

NUMBER OF YEARS THAT MARRIED GIRLS STUDIED HOME ECONOMICS WHILE IN HIGH SCHOOL

Home Economics in High School	Number	Percent
None	297	22
1 year	405	30
2 years	267	19
3 years	243	18
4 years	147	11

women in the study entered homemaking with at least two years of preparation. The other one-half of them had less home economics than would seem sufficient to prepare them for the important role of homemaking.

Employment

Prevalence of Young Women in Employment.—A high percent of the young women studied had been employed in gainful occupations. Of the 1,582 young women who responded to items on the questionnaire pertaining to employment, 1,465 (93 percent) had participated in paid employment since leaving high school.

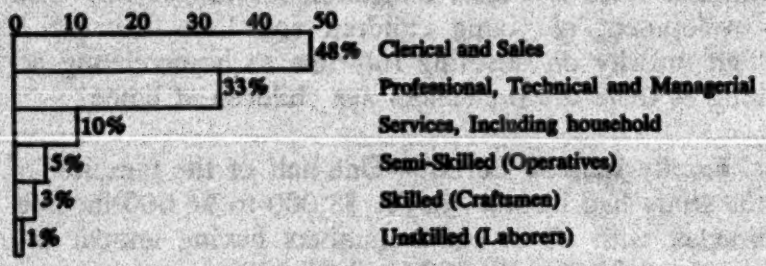
Work Load.—By far the greatest percent of young women in the study who were employed had full-time rather than part-time jobs—80 percent as compared to 20 percent.

Positions Held by Young Women Presently Employed.—Young women in Virginia were employed

predominantly in clerical and sales occupations. Forty-eight percent were employed as secretaries, cashiers, telephone operators, sales clerks, bank tellers, and other similar types of work. The next highest percent of respondents, 33 percent were in positions; such as teaching, professional nursing, and medical and dental technicians.

Ten percent were in service occupations working as baby sitters, private household workers, hair dressers, practical nurses, and waitresses. The majority of the five percent employed in semi-skilled occupations worked in textile mills, laundry and dry cleaning establishments, and as dressmakers or seamstresses (see Chart 1).

CHART 1—WHERE YOUNG WOMEN WERE WORKING—OCCUPATIONAL CLASS


0 10 20 30 40 50
48% Clerical and Sales
33% Professional, Technical and Managerial
10% Services, Including household
5% Semi-Skilled (Operatives)
3% Skilled (Craftsmen)
1% Unskilled (Laborers)

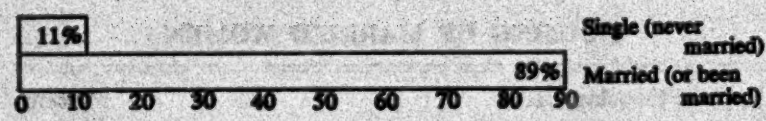
The two occupational categories in which the highest percent of young women were employed at the time the survey was made were the clerical (48%) and the professional occupations (33%)

Family Characteristics

MARRIED WOMEN

Marriage and Divorce.—Marriage was the prevailing way of life for almost 90 percent of the young women in the study. Of the 1,376 (89 percent) who married, 1,269 (92 percent) were living with their first husbands; 97 (7 percent) were separated or divorced, and 10 (1 percent) were widowed.

CHART 2—MOST WOMEN MARRY



Seven percent of all the married women in the study were separated or divorced. A higher percent of divorces or separations occurred among those who married between the ages of 15 and 19 than among those who married between the ages of 19 and 20.

Compared to the divorce rate of approximately one divorce for every four marriages in the nation in 1957, the divorce rate of one for every 17 marriages for the young women in this study is low.

For the nation, the median duration of all marriages which end in divorce was 5.7 years.[1] Approximately 50 percent or more of the young women in this study had been married five or more years. Since the divorce rate is generally higher in the first years of marriage than later, it appears that the young families represented in this study had passed through the period when the incidence of divorce was likely to be the highest.

Teenage Marriages.—Marriage in the teen years was found to be prevalent. Forty-seven percent of the girls married between the ages of 15 and 19 and 27 percent of those who married in the 15-19 age group became mothers prior to age 20. Nearly half of the young women in the study married in the teen years and almost half of those who did so became mothers prior to age 20. Early marriage and early child bearing seem to be facts of the times.

Children in the Family.—Of the 1,376 young women who were married and who indicated age when the first child was born, 881 had one or more children and 150 were expecting. Approximately 75 percent of the young married women in the study had children. The highest percent of children were in the one to three and four to six age groups—42 and 33 percent respectively. Over 50 percent of the children were in the early pre-school age range as shown in Table 3.

TABLE 3

NUMBER OF CHILDREN OF YOUNG WOMEN IN THE STUDY BY AGE GROUPS

Age of Children	Number	Percent
Less than 1 year	267	15
1-3 years	730	42
4-6 years	571	33
7-9 years	175	10
9 years and over	10	—

Data are inconclusive as to where children were cared for and who cared for them while the mother worked. Approximately 25 percent of the young women responded to these items on the questionnaire. On the basis of the small sample of young women who responded, it was found that children predominantly are cared for in their own homes and by a relative (see Tables 4 and 5).

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[1] Aaron L. Rutledge, Marriage Problems and Divorce, Survey Papers prepared for the 1960 White House Conference on Children and Youth, Inc., page 220, Washington, D. C.

Twenty-four percent of those who responded had problems in making arrangements for the care of their children while they worked. As may be noted in Table 4, nursery schools, kindergartens, and day care centers were used by only a small percent (eight percent) of the 474 young women who responded to the questions pertaining to care of children while they worked. Persons assuming the greatest responsibility for the care of children were relatives, employed help, and neighbors and, in six percent of the cases, the husband.

TABLE 4

FACILITIES USED FOR CARE OF PRE-SCHOOL AGE CHILDREN WHILE MOTHER WORKS

Place	Number	Percent
Own home	280	59
Home of person providing care	132	28
Nursery school	22	5
Kindergarten	14	3
Day care center	3	–
Other	23	5

TABLE 5

PERSON RESPONSIBLE FOR CARE OF PRE-SCHOOL AGE CHILDREN WHILE MOTHER WORKS

Person	Number	Percent
Relative	129	36
Employed help in the home	60	16
Neighbor	57	15
Husband	23	6
Child care center worker	15	4
Other	85	23

A survey of working mothers co-sponsored in 1965 by the Children's Bureau and the Women's Bureau corroborates the findings of the Virginia study that around 50 percent of the children are cared for in their own homes, that the care is likely to be provided by a relative and that only two percent of the children were cared for in group facilities.[1]

Rather strong convictions were held by young women in the study relative to a mother working while there are pre-school age children in the home. Such statements as the following are representative of the feelings expressed.

[1] Mary Dublin Keyserling, *Who Are the Working Mothers,* (Leaflet No. 37; Washington, D. C.; United States Department of Labor, 1965).

"I feel that if you have children you should stay home with them and see that they are properly cared for."

"Unless it is absolutely necessary to work outside the home, the mother should be at home with her children."

"I feel that a person should stay home with the children until they start school unless they have to work."

"I would like an outside job only after all our children are in school. My place is at home with them."

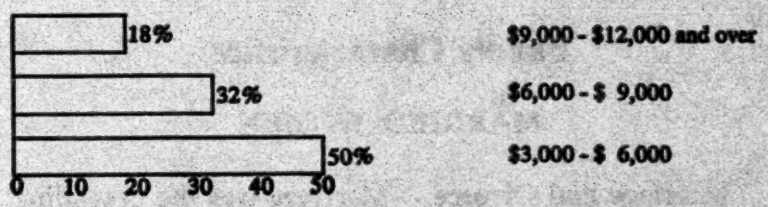
"Before becoming a mother, I felt a need for outside employment, but, I feel that the place of a mother with young children is in the home."

These comments reflect that young women feel that mothers have a special obligation for the nurture and development of young children and that they place high priority on devoting full-time to homemaking as long as there are pre-school age children at home.

Family Income Levels.—One-half of the families in the study had incomes in the $3,000 to $6,000 income bracket with about equal numbers having annual incomes of $3,000, $4,000, and $5,000.

Incomes for almost one-third of the families fell in the $6,000 to $9,000 income range, and slightly less than one-fifth had incomes of $9,000 to $12,000 and over.

CHART 3—INCOMES OF YOUNG FAMILIES



Housing of Married Women.—For the most part, families of young married women were living in individual house units rather than in apartments or trailers, and were living in separate dwellings rather than in parental homes. (refer to Table 6)

TABLE 6

HOUSING OF MARRIED WOMEN

Type of Housing Used	Percent
Residence owned or being bought	49
Room, Apartment, House or trailer that is rented	42
Home of parents	6
Other	3

Almost one-half of the young women, 49 percent, were living in residences which the family owned or was buying, including those families who either owned or were buying trailers. Forty-two percent were living in rented property: a house, a room, an apartment, or a trailer. Six percent were living in parental homes.

The fact that approximately one-half of the families had initiated plans for home ownership in the early years of marriage is one that needs to be taken into account in educational planning since home ownership represents a major financial investment.

Mobility of Young Families.—The most dramatic shifts in place of residence were found to be a sharp increase in residence in rural areas and a marked increase in residence in urban areas. The trend toward urban living seems to be a reality of the times.

Mobility of young families from rural to metropolitan areas was evidenced by the fact that within a 10-year period, the percent of young women living on farms and in rural areas declined from 48 percent in 1954-55 to 24 percent in 1964. In the same span of time, those living in the suburbs and cities of 10,000 and over increased from 34 percent in 1954-55 to 56 percent in 1964. There was only a slight increase in the percent of young women living in towns of 10,000 or under.

At the time the survey was made, the young women in the study who were enrolled in Virginia high schools in 1954-55 were living in practically every state in the United States and in other countries as well. In a 10-year period, some had changed their places of residence as many as five times, including moves in Virginia as well as moves to other states and to other countries.

On the basis of information obtained from this study relative to mobility, it seems reasonable to assume that young women in their early twenties may expect to move about to a marked degree during the years of early adulthood.

Employment Status of Married Women.—Eighty-six percent of the young women in the study had been employed since marriage and 43 percent of the married women were employed at the time the survey was made.

Either from necessity, desire, or the influence of social and economic forces, a large number of young married women, many of whom had children, assumed concurrently the multiple and complex responsibilities of homemaking and employment.

The young women in the study expressed various reactions to employment outside the home. Cited are a few representative statements which were unsolicited.

"Even though I find my job outside my home satisfying, if there were no reason economically for me to work, I would feel my job as homemaker more rewarding."

"I have adapted myself quite well to the job of homemaking and being employed elsewhere doesn't disrupt this."

"Employed five years. Enjoyed work but happier as a full-time wife and mother."

"I do not feel that my role as a homemaker is a minor one; however, I thoroughly enjoy outside employment."

"If we had children I would consider the vocation of homemaking full-time employment and feel my preparation for this job should have been more complete."

"Before becoming a mother, I felt a need for outside employment but I feel that the place of a mother with young children is in the home."

"I feel that homemaking should be and is a full-time job. Being away at a job two days a week has proven this."

Quite a high percentage (75 percent) of young married women who did not have children were employed. The reverse was the case for the young married women who had children. Table Seven shows that 33 percent of them were employed as compared to 65 percent who were not employed.

TABLE 7

PERCENT OF MARRIED WOMEN CURRENTLY EMPLOYED WHO DO AND DO NOT HAVE CHILDREN

Employment Status	Have children Percent	Do not have children Percent
Currently employed	33	75
Not currently employed	65	23
No response	2	2

Employment outside the home seemed to be definitely a pattern in the lives of young married women.

UNMARRIED WOMEN

Employment Status of Unmarried Women.—Most unmarried women in the 24-26 age group were self-supporting. Ninety-one percent of them were working.

Income of Unmarried Women.—As may be observed in Table 8, 88 percent of the unmarried women reported incomes in the $3,000 to $6,000 income bracket, 10 percent had incomes of $6,000 to $9,000, and two percent incomes of $9,000 to $12,000.

TABLE 8

LEVEL OF INCOME OF UNMARRIED WOMEN

Income	Percent
3,000- 6,000	88
6,000- 9,000	10
9,000-12,000	2

Housing of Unmarried Women.—Among the unmarried, home ownership was very low; renting was quite prevalent as was the practice of maintaining residence in the parental home (Table 9). Slightly over 50 percent of the unmarried women maintain an independent residence.

TABLE 9

HOUSING OF UNMARRIED WOMEN

Type of Housing Used	Percent
Home of parents	42
Room, apartment, or house that is rented	48
House owned or being bought	6
Other	4

The data presented here are on the basis of 175 young women who were not married at the time the study was made.

Brief Statistical Summary

Educational Attainment

89% graduated from high school

11% did not graduate from high school

55% continued education beyond high school

38% of those who continued education had four or more years of schooling at the post-high school level

78% of the young women in the study enrolled in home economics in high school

Employment

Prevalence of women in employment

93% of all the young women had been employed since leaving high school

86% employed since marriage

64% of all the young women were employed at the time the study was made

Types of employment

48% employed in clerical and sales occupations

33% professional, technical and managerial occupations

19% service and unskilled occupations

Family Characteristics

Married women

89% are or have been married

47% married in the 15-19 age group

7% of the young women were divorced or separated from their husbands

27% of those who married in the 15-19 age group had children prior to age 20.

43% of the married women were working at the time the study was made

50% had incomes of $3,000 to $6,000

32% had incomes of $6,000 to $9,000

18% had incomes of $9,000 to $12,000 or over

CHAPTER III

PROBLEMS, ATTITUDES, AND PRACTICES IN HOMEMAKING AND FAMILY LIVING

Problems in Homemaking and Family Living

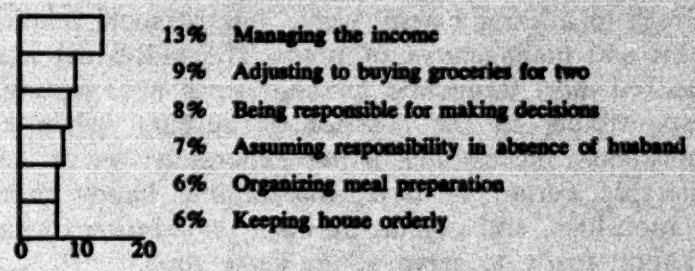
The young women, both married and unmarried, who participated in the study were asked to indicate problems encountered in homemaking and family living. There were 22 problem items for the married women to check and 13 for the unmarried. Space was provided for writing in additional problems. The number of items that might be checked by any one individual was limited to five. Problems selected for inclusion were derived from interviews with young women in the 24-26 age group.

The number of times the items were checked by the married women totaled 2,688, and by the unmarried 220. Comments written on the questionnaire ranged from "I must have had some problems, but don't remember them. We've been very happy." to "If you're wondering why we're getting a divorce, my husband simply got tired of marriage and didn't want to be tied down." And, "The man I married didn't adjust to being a husband." or, "I was too young at first marriage, I am very happy now."

Most Difficult Problems First Years of Marriage.—Out of 22 possible problems suggested in the questionnaire, the highest percent of married women (13 percent) checked managing the income as the most difficult single problem experienced during the first years of marriage. Managing the income was the only problem checked by over 10 percent of the young married women. (See chart 4)

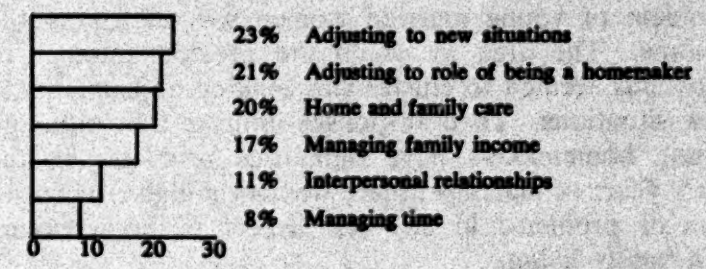
There was some concentration of responses to other problems as follows: adjusting to buying groceries for two (nine percent); being responsible for making decisions (eight percent); assuming responsibility in absence of husband (seven percent); organizing meal preparation (six percent); and keeping house orderly (six percent). With the exception of assuming responsibility in absence of husband, the problems most frequently experienced by young married women seemed to stem from a lack of know-how or from the inability to use previously acquired knowledge and skills in new or different circumstances.

CHART 4—MOST DIFFICULT HOMEMAKING PROBLEMS OF YOUNG MARRIED WOMEN



Major problems were identified by grouping the 22 problems into clusters of a similar nature (see Appendix C, page 34). The problems in rank order were found to be: adjusting to new situations, adjusting to the role of being a homemaker, home and family care, managing the family income, interpersonal relationships, and managing time.

CHART 5—FAMILY LIVING PROBLEMS FACED MOST OFTEN BY YOUNG MARRIED WOMEN



Approximately 50 percent of the problems fell in the two problem areas pertaining to adjustments. The problem area which had the highest percent (23 percent) of responses was adjusting to new situations. The situations that presented the most problems were found to be adjusting to buying groceries and meal preparation for two; adjusting to changes in employment of self or husband; and, obtaining satisfactory housing. The second problem area identified was adjusting to the role of being a homemaker (21 percent). Being responsible for making decisions, accepting the

role of being a homemaker, and being responsible for the total job of homemaking were the items checked most frequently by the young women.

Ranking in third and fourth places were problems pertaining to home and family care (20 percent) and managing the income (17 percent). In the area of home and family care, the items checked most frequently were caring for children, guiding the development of children and providing for the care of children while working; and keeping the house orderly. In the area of managing the income, money management and making wise choices among brands when purchasing items for the family were the two major concerns.

Two other areas in which problems clustered, though to a lesser extent, were: interpersonal relationships and management of time. The individual items checked most frequently in these areas were assuming responsibility in the absence of husband when circumstances necessitate living separately for a considerable period of time, maintaining happy family relationships, and organizing meal preparation to have all food ready to serve at the same time.

In addition to checking the items on the questionnaire, 80 of the young married women commented on other problems of particular concern to them in the early years of marriage (see Appendix D, page 35). Major difficulties mentioned were: adjusting to living with a completely different personality, acclimating oneself to a new environment and family, living with a husband who drinks, inability of husband to adjust to marriage or to accept responsibility, and husband-wife relationships including decisions relative to children. One person wrote "My problem is not just to get along with my husband but to live together happily."

The responses reflected that the outstanding single problem of young married women was managing the income. The area in which the greatest number of problems seemed to cluster was making adjustments to new situations. Their responses indicate that although young homemakers have numerous problems in the early years of marriage, there was not a high concentration of problems in any one aspect of homemaking and family living.

Most Difficult Problems of Unmarried Young Women.—The most difficult problems of the unmarried women were: reaching decisions about marriage, (17 percent); marketing and meal preparation for one (14 percent); feeling a need for companionship (13 percent); finding a suitable apartment mate (13 percent); and meeting living costs independently (13 percent).

For the unmarried women who responded to items about problems in homemaking there was a total of 220 checks for the 13 entries on the questionnaire. There was not a high concentration of checks for any one individual problem as may be noted in Chart 6.

CHART 6—MOST DIFFICULT HOMEMAKING PROBLEMS OF UNMARRIED WOMEN

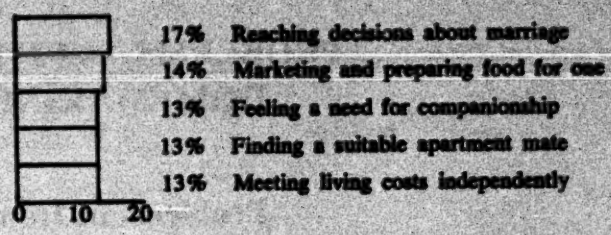
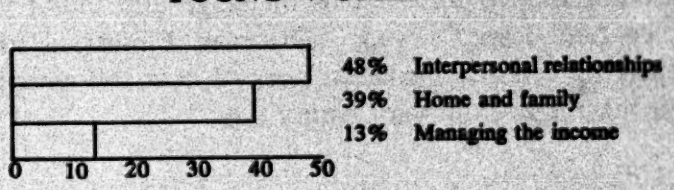

17% Reaching decisions about marriage
14% Marketing and preparing food for one
13% Feeling a need for companionship
13% Finding a suitable apartment mate
13% Meeting living costs independently
0
10
20

Chart 7 shows that the problems on the questionnaire were clustered into three main groupings, namely: interpersonal relationships (48 percent); home and family (39 percent); and managing the income (13 percent). Almost one-half of the problems clustered in the area of interpersonal relationships. The primary problems in this area were reaching decisions about marriage feeling a need for companionship and finding a suitable person with whom to share an apartment. Under home and family, the problems were found to be: marketing and meal preparation for one person, having a place to entertain friends, and making suitable arrangements for living. The main problem in connection with managing the income was meeting independently the cost of living.

CHART 7—FAMILY LIVING PROBLEMS FACED MOST OFTEN BY UNMARRIED YOUNG WOMEN



When the problems of both married and unmarried women are reviewed, it would seem that both groups have problems in homemaking and family living. This is a factor that deserves attention when planning adult education programs.

Opportunity in Parental Home for Developing Competencies in Home Economics Content Areas

Extent of Opportunity in Parental Home for Developing Competencies in Home Economics Content Areas.—Young women in the study were checked for each of the home economics content areas whether they had "very much," "some," or "very little" opportunity in their parental homes to develop homemaking competencies.

The two home economics content areas which were checked most frequently under "very much" were contributing to family happiness, and caring for the home.

Parental homes provided "some" opportunity for developing homemaking competencies in managing a home, feeding the family, caring for children, caring for illness in the family, and clothing the family. Managing the income and housing the family were the two home economics content areas identified by the young women as the ones in which there was "very little" opportunity for developing homemaking competencies while in parental homes (Table 10).

TABLE 10

EXTENT OF OPPORTUNITY IN PARENTAL HOME FOR DEVELOPING COMPETENCIES IN HOME ECONOMICS CONTENT AREAS

Home Economics Content Areas	Extent of Opportunity in Parental Home for Developing Homemaking Competencies
Contributing to family happiness	Very much
Caring for the home	Very much
Managing a home	Some
Feeding the family	Some
Caring for children	Some
Caring for illness in the family	Some
Clothing the family	Some
Managing the income	Very little
Housing the family	Very little

Responses of young women in the 24-26 age group reflect that they did not have extensive or adequate opportunities as girls in their parental homes to acquire essential homemaking competencies. This seems to indicate that if girls do not include sufficient home economics in their formal schooling they are likely to enter the vocation of homemaking with very little preparation. Ninety-four percent of those responding indicated that in their opinion girls today need preparation for homemaking in addition to that received in their parental homes.

Need for Help With Problems Related to Content Areas in Home Economics

Home Economics Content Areas in Which Young Women in the Study Indicated the Greatest Need for Help.—Managing the income ranked highest as the home economics content area in which young women in the 24-26 age group felt the greatest need for help. As shown in Table 11, 23 percent of those who responded to the item expressed need for help with problems related to income management.

TABLE 11

HOME ECONOMICS CONTENT AREAS IN WHICH YOUNG WOMEN IN THE 24 TO 26 AGE GROUP FEEL THE GREATEST NEED FOR HELP

Home Economics Content Areas	Need Help with Problems Percent
Managing the income	23
Managing a home	14
Housing the family	13
Feeding the family	12
Caring for children	12
Caring for illness	9
Contributing to family happiness	7
Caring for a home	6
Clothing the family	4

Young women in the lowest income brackets indicated the greatest need for help in managing the income (see Table 12). As the level of income increased the need for assistance with money management diminished correspondingly.

TABLE 12

NEED FOR HELP IN MANAGING THE INCOME AS RELATED TO INCOME

Income Bracket	Need for Help with Managing Income Number	Percent
$3,000 - $ 6,000	203	49
$6,000 - $ 9,000	137	33
$9,000 - $12,000	41	10
over - $12,000	11	2
no response	26	6

The next home economics content areas in which young women expressed a need for help in rank order were: managing a home (14 percent), housing the family (13 percent), caring for children (12 percent), and feeding the family (12 percent).

The home economics content areas in which less than 10 percent of the young women indicated a need for help in rank order were: caring for illness in the family, contributing to family happiness, caring for a home, and clothing the family.

While the percent of young women who expressed a need for help with problems was not particularly high, there was an indication that in each of the home economics content areas there was need for help.

Attitudes Toward Homemaking

The way young women feel about or regard homemaking was reflected in two ways. There were items in the questionnaire to be checked to indicate the extent of feelings about certain aspects of homemaking, and space was provided for written comments. Findings about attitudes toward homemaking are presented in this section as follows: attitudes toward the homemaker's role, feelings about the status of the homemaker's role, the extent that homemaking provides opportunities for being creative and intellectually stimulating, and comments of young women pertaining to their feelings about homemaking.

Attitudes Toward the Homemaker's Role.—The highest percent of young women (98 percent) felt that the homemaker's most important responsibility was to maintain a happy family and to enrich the growth and development of family members. A slightly smaller percent, (92 percent) derived personal satisfaction from performing daily homemaking activities, and a considerably lower percent (78 percent) felt that homemaking constitutes a full-time job (see Table 13).

TABLE 13

ATTITUDES OF YOUNG WOMEN TOWARD SELECTED ASPECTS OF HOMEMAKING

Attitude	All Young Women Percent
HOMEMAKER'S ROLE	
"I feel that my most important responsibility is to maintain a happy family and to enrich the growth and development of family members"	98
"I derive personal satisfaction from performing daily homemaking activities"	92
"I feel that the vocation of homemaking provides full-time employment for me"	78
INTELLECTUAL AND CREATIVE ASPECTS OF HOMEMAKING	
"I find that homemaking is intellectually stimulating"	77
"I feel homemaking provides opportunities for being creative"	96
STATUS OF HOMEMAKER'S ROLE	
"I feel that others consider my role as homemaker of comparable dignity and status to employment outside the home"	76

Both employed and unemployed young women reacted similarly in deriving personal satisfaction from performing daily homemaking activities. Eighty-one percent of those not employed as compared to 83 percent of those employed usually or always gained personal satisfaction in the performance of the everyday activities that homemaking requires.

Comments of Young Women as Related to Their Feelings About Homemaking.—Feelings about homemaking were expressed by written comments on the questionnaire or in notes to the investigator (see Appendix A, page 27). The greatest number of young women who commented enjoyed homemaking, had a feeling of pride in having a home, derived satisfaction from homemaking, and felt that homemaking is a career that is rewarding and fulfilling. Some of the specific comments that reflect how young women felt were:

"My place is to make my home and family as happy as possible."

"Being a good homemaker makes me feel that my life is complete."

"Maintaining a happy home is hard but satisfying."

"Would rather be a homemaker than a career woman."

"For a young woman with small children to sit back at the end of the day in a well-kept house with a happy family gives one a rare sense of peace and satisfaction."

"The natural place for a wife or mother is in the home and anything else is unusual."

"I feel that homemaking is one of the best jobs any woman would want."

"I think it takes a smarter person to be a good homemaker than any other occupation."

There were some young women, however, though greatly in the minority, who did not find homemaking completely satisfying. Dissatisfactions emanated from such factors as homemaking is too confining, opportunities to converse with intellectual people are too limited, routine work is monotonous and is boring and gives little satisfaction. The dissatisfactions appeared to be associated with the confining nature of homemaking and the repetitious character of some aspects of homemaking.

The young women were about equally divided between those who felt that homemaking and employment may be combined successfully and those who felt that homemaking constituted a full-time job. Those who found the dual functions of homemaking and employment outside the home compatible liked and enjoyed the combination of these functions. To some, homemaking was tiresome and uninteresting, but when carried out in combination with a job outside the home, it became more challenging and rewarding.

On the other hand, some young women expressed a strong preference for being a full-time homemaker and mother. The young women in this group worked because of economic necessity. Those who had worked, but who were not currently employed, found homemaking much more rewarding and satisfying since they were able to devote full-time to homemaking. As one person expressed it, "We are much happier and better cared for with my full-time and energy devoted to our home." "Would love to be a full-time housewife" was the feeling of some of the married women who were assuming the dual roles of homemaking and a career. Other feelings expressed were "no mother should work unless absolutely necessary," and, "I would like an outside job only after all our children are in school. My place now is at home with them."

Some considered outside employment as more or less temporary. They planned to be full-time homemakers when their husbands had completed college, were discharged from service, or when they started a family. They expressed a strong desire to devote full-time to homemaking. Both full-time homemakers and those employed outside the home gave evidence that the home and family took precedence over other interests.

According to a few comments, the young women felt that the homemaker herself had a profound influence on whether or not homemaking was stimulating and creative. There was general agreement with the idea expressed by one homemaker that intellectual stimulation and opportunities for creativity "depend upon how interesting the individual makes homemaking." The comments convey the impression that the focus of concern was on the creative and intellectual development of the homemaker herself rather than on the recognition of the almost limitless opportunities in all areas of homemaking for intellectual and creative activities.

Practices Used in Homemaking

Feeding the Family.—On the basis of one day's family food consumption practices, an effort was made to gain some insight as to whether or not the families of young women seemed to be including the minimum recommended amounts of citrus foods, green and yellow vegetables, and milk in a day's food supply.[1] Two other practices also were studied. These were the desserts served most frequently for family meals, and food selections made when choosing from among foods of comparable nutritive value but differing in cost.

[1] U. S. Department of Agriculture, "Food Consumption and Dietary Levels of Household of Different Sizes, United States —By Region," (Report No. 17; Washington, D. C.; U. S. Department of Agriculture, 1955), pp. 161-162.

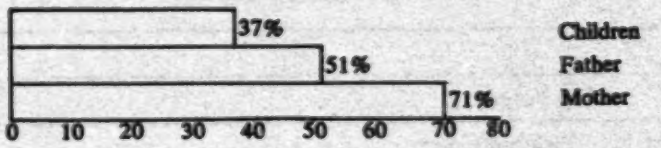
These three groups of foods were selected for study because they are the foods most often in short supply in the South.

In the "Follow-Up Study of Girls Who Were Enrolled in 1954-55 in the Tenth Grade in Virginia High Schools" it was found that slightly over one-fourth of the families, 28 percent, did not have a serving of orange, grapefruit, or tomato on the day that the questionnaire was checked. If the day the questionnaire was checked was typical of practices followed in feeding the family, it would seem that these families needed to increase the consumption of Vitamin C rich foods to meet the minimum requirement of one serving daily.

Almost all of the young women, 1,558 out of 1,585, had a serving of green or yellow vegetables. Since a serving of a green or yellow vegetable every other day is considered adequate, it appears that this requirement was met quite well.

The most glaring inadequacy in the diets of the families of the young women included in the study was found to be in the consumption of milk. On the day the questionnaire was checked, 71 percent of the mothers and 51 percent of the fathers had less than two glasses of milk; and 37 percent of the children had less than three glasses of milk. To maintain maximum health and vigor, adults as well as children need to increase the daily consumption of milk up to the minimum level of two cups for adults and three cups for children (see Chart 8).

CHART 8—FAMILY MEMBERS HAVING LESS THAN RECOMMENDED AMOUNT OF MILK



The desserts served most frequently were ice cream, fruits, gelatin desserts, and puddings. These desserts represented better choices from the standpoint of nutritive values than cakes and pies that ranked second as favorite desserts (see Table 14). Desserts in which milk, eggs, or fruits predominate make important contributions to the vitamin and mineral values in family meals.

TABLE 14

MOST FREQUENTLY SERVED DESSERTS FOR FAMILY MEALS

Dessert	Frequency of Serving
Ice cream, fruits, gelatin, puddings	1738
Cakes, cookies, pies	1234
No response	188

One food shopping practice was selected for study. The item was designed for the young women to indicate whether from a pair of foods of comparable nutritive value they usually selected the less expensive or the more expensive food. Chart 9 shows that over 50 percent of the young women indicated that they selected the less expensive foods in eight out of the 11 choices provided in the questionnaire. The less expensive sources of protein such as hamburger, chuck roast, cottage cheese, and dried shelled beans were selected rather than the more expensive lunch meats, rib roast, cream cheese, and canned shelled beans. Among the other less expensive foods, paschal celery, canned apricots, and large size packages of cereal were selected rather than the more expensive celerly hearts, dried apricots, small size packages of cereals, and spinach.

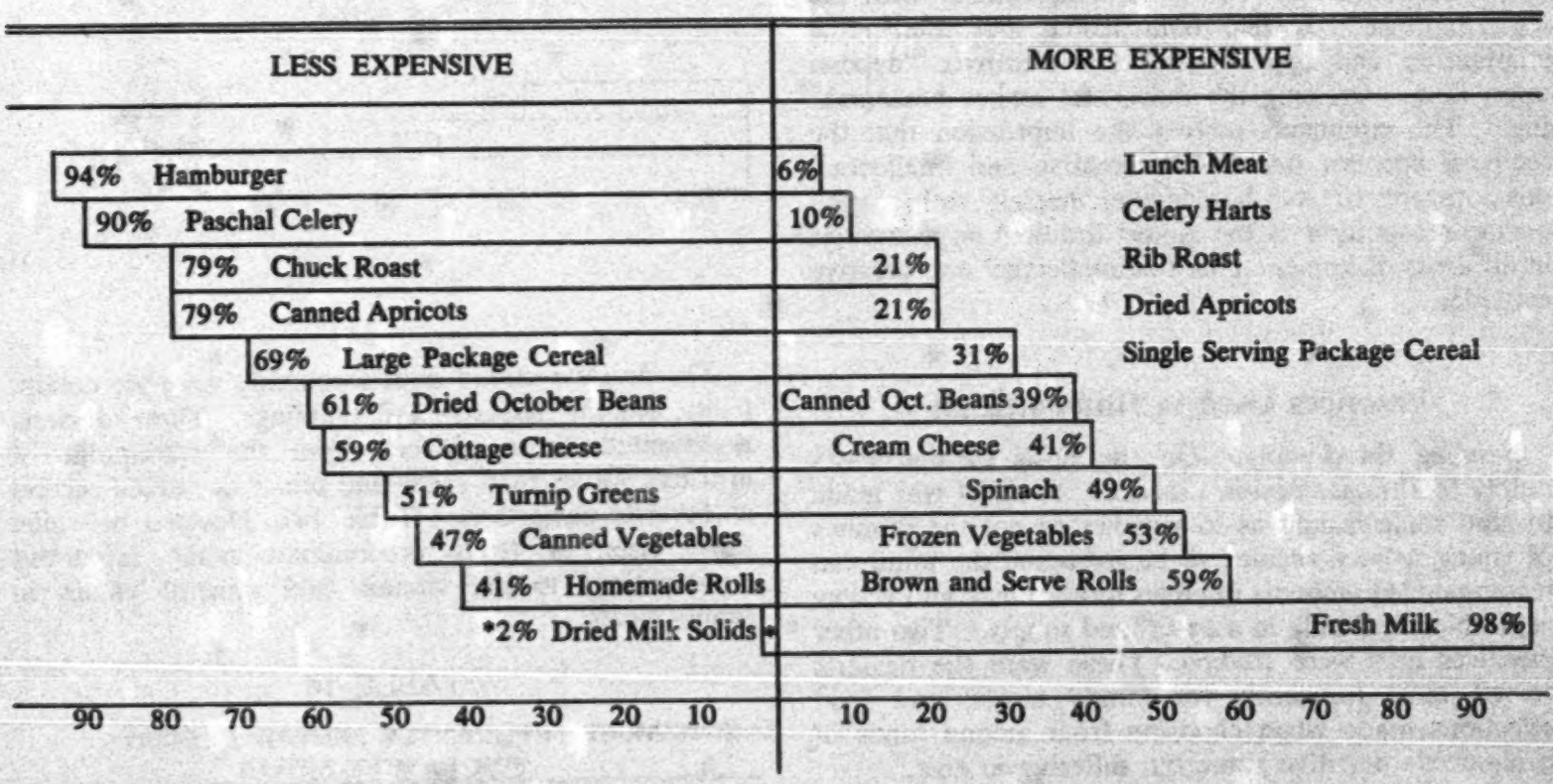
Of the more expensive choices made by the young women in the study there was a preference for frozen vegetables and brown-and-serve rolls over canned vegetables and home-baked rolls. Almost 100 percent of the young women used fresh milk rather than the less expensive dried milk solids.

vegetables was met adequately; that simple nutritious desserts predominated as choices for family meals; and that young women tended to select less expensive foods which were equivalent in food value to higher priced foods.

Managing the Income.—In 58 percent of the cases, the young women indicated that they had a systematic method for keeping records of family expenditures and 63 percent had a regular plan for saving a certain portion of the income. Seventy-five percent of the young families had a financial reserve for meeting unexpected expenditures. Life insurance and health and accident insurance coverage were provided for the chief support of the family in 94 and 95 percent of the cases, respectively (see Table 15).

The young married women were asked how decisions about the use of the family income were made. Over 90 percent indicated that decisions were made jointly by the husband and wife. In the other 10 percent, either the husband or the wife made the decisions independently.

CHART 9—YOUNG WOMEN INDICATED PREFERENCES WHEN MAKING CHOICES AMONG FOODS OF COMPARABLE NUTRITIVE VALUE AT DIFFERENT LEVELS OF COST



It seems evident from a study of selected practices relative to feeding the family that milk and Vitamin C rich foods were in short supply in family meals; that the minimum requirement for green or yellow

The young women seemed to be consistently conservative in the use of credit, except for major expenditures. The three major credit purchases in rank order were automobile, house furnishings and equip-

ment, and major home improvements. The use of credit for food, recreation, and vacation trips was negligible. Credit was used to some extent for operating the automobile, paying medical bills, purchasing clothing, and making home improvements. Cash payments, however, greatly exceeded the use of credit for these expenditures as may be noted in Table 16.

TABLE 15

PRACTICES USED BY YOUNG WOMEN IN MANAGING THE FAMILY INCOME

Practices in Managing Income	Percent
Uses a systematic method for keeping records	58
Has regular plan for savings	63
Has financial reserve for emergencies	75
Chief support of family has life insurance coverage	94
Chief support of family has accident and health insurance coverage	95

TABLE 16

COMPARISON OF MARRIED AND UNMARRIED YOUNG WOMEN IN USE OF CASH OR CREDIT

Item	Married		Unmarried	
	Cash	Credit	Cash	Credit
	Percent		Percent	
Food	99	1	99	1
Recreation	98	2	98	2
Vacation trips	96	4	97	3
Operation of automobile	81	19	75	25
Medical costs	72	28	77	23
Clothing	69	31	49	51
Home improvement—small	87	13	86	14
Automobile	16	84	25	75
Home furnishings and equipment	31	69	36	64
Home improvement—major	29	71	37	63

In general, it appears that approximately one-fourth of the young women seemed to have no financial reserve to serve as a cushion in case of emergencies and/or to take advantage of opportunities. This, together with the fact that about one-third of the young women did not have a regular plan for saving a portion of the income, seems to indicate that the practice of allocating some of the income to acquiring a financial reserve is one that needs encouragement.

Caring for Children.—Guidance of the growth and development of young children appeared to be a shared responsibility for a majority of the young families represented in the study. Of the married women who have children, 59 percent indicated that the major responsibility for discipline was assumed jointly by both parents. In almost three-fourths of the families (72 percent) the parents of young children had established guides which helped them to be consistent in reaching decisions about discipline and other aspects of child development.

When parents needed help with problems pertaining to child growth and development the family doctor ranked first as the person most frequently consulted (see Table 17). As a source of help, child-development books and parents ranked next, and friends were consulted to a lesser extent.

TABLE 17

RESOURCES MOST FREQUENTLY USED WHEN HELP IS NEEDED WITH PROBLEMS IN CHILD GROWTH AND DEVELOPMENT

Source of Help	Number Using Source
Family doctor	745
Child development books	429
Own parents	426
Friends	148

The two occasions young parents usually had time to be with their children were for meals and for play. Dinner or supper was found to be the meal that parents and children usually had together; breakfast and lunch ranked in second and third places, respectively. A much higher proportion of families had dinner together than other meals together. About twice as many parents had planned times to have fun with their children as parents who had planned times to read to their children, talk to them, or do household chores with them.

The playthings available for pre-school age children were about equally divided between toys for active play, for social play, and for creative play. Play materials that contribute to the all-round development of small children seemed to be provided for young children in the family.

Clothing the Family.—A majority of the young women (93 percent) purchased most of the clothing ready-made, for self and family. A much higher percent of the married (40 percent) than the unmarried (26 percent) did some sewing. However, more unmarried (25 percent) than married women (four percent) indicated that they sew occasionally for self or family. Not over half of either the married or unmarried women did some sewing for the family. This means that about 50 percent of the young married

women in the study bought all of the clothing ready-made, and about 50 percent made some garments to supplement ready-made ones.

Of the homemakers who sewed for themselves or their families, the types of garments made most frequently were dresses for self, skirts and clothing for children; blouses, sleepwear, suits and shirts ranked next in order of frequency. Very few of the young women made coats either for themselves or for members of their families.

A considerably higher percent of the married (94 percent) than the unmarried women (71 percent) mended garments for the family. Around 55 percent of the women made alterations in clothing. Of those who paid for having alterations made, a higher percent of the unmarried (58 percent) than the married (45 percent) used this service. These percents seem to be indicative of a need for trained personnel to render alteration services for families.

The two practices that young women found most helpful as guides for making satisfactory purchases (Table 18) were: shopping for articles of clothing similar to those that previously had given satisfaction, and shopping for brand or trade names that had given satisfaction. Next in helpfulness was information provided on labels and hang tags. To a much lesser extent, suggestions of friends or relatives, ads in magazines, and clerks in the stores had been helpful in enabling young women to make wise purchases.

TABLE 18

GUIDES USED IN MAKING SATISFACTORY CLOTHING PURCHASES

Guide to Satisfactory Purchases	Number Using Practices
Satisfaction derived from previous purchases of a similar type	1061
Brand or trade names	1047
Information on labels	460
Information on hang tags	316
Information obtained from friends or relatives	226
Information from ads in magazine	133
Information from clerks in stores	121

Prevalence of the practice of buying ready-made clothing suggests a need for strong emphasis on consumer education to enable homemakers to be discriminating in their buying practices and to obtain the greatest value from the money invested in clothing.

Brief Statistical Summary

AREAS OF HOMEMAKING IN WHICH THERE WAS GREATEST NEED FOR HELP

Married Percent		Unmarried Percent
23	Managing the income	32
12	Managing the home	10
11	Feeding the family	18
6	Clothing the family	4
11	Caring for illness in family	6
12	Caring for children	8
12	Housing the family	13
5	Caring for a home	4
8	Contributing to family happiness	5

ATTITUDES TOWARD HOMEMAKING

Married Percent		Unmarried Percent
94	Derive personal satisfaction from homemaking	81
74	Homemaker's role has dignity and status in opinion of others	63
83	Homemaking provides full-time employment	37
99	Family happiness homemaker's most important responsibility	86
82	Homemaking intellectually stimulating	71
96	Homemaking provides opportunities for being creative	98

NEED FOR PREPARATION FOR HOMEMAKING IN ADDITION TO THAT PROVIDED IN PARENTAL HOME:

95% of the married women feel that preparation for homemaking is needed

94% of the unmarried women feel that preparation for homemaking is needed

PRACTICES USED IN HOMEMAKING

Managing the income

Married Percent		Unmarried Percent
53	Has a systematic method of keeping records	53
59	Has a regular plan for savings	67
72	Has a financial reserve for emergencies	81
94	Has life insurance coverage for chief support of family	97
92	Has health and accident insurance coverage for chief support of family	97

Purchases usually cash or credit

Married			Unmarried	
Cash	Credit		Cash	Credit
Percent			Percent	
91	1	Food	99	1
98	2	Recreation	98	2
96	4	Vacation trips	97	3
81	19	Operation of automobile	75	25
72	28	Medical costs	77	23
69	31	Clothing	49	51
87	13	Home improvement—small	86	14
16	84	Automobile	25	75
31	69	Home furnishings and equipment	36	64
29	71	Home improvement—major	37	63

Clothing Construction

93% of the married respondents buy most of the family's clothing ready-made

87% of the unmarried respondents buy most of the family's clothing ready-made

Sew for self or family

Married		Unmarried
40%	Yes	26%
56%	No	49%
4%	Sometimes	52%

Alter garments for family

55% of married respondents—yes

57% of unmarried respondents—yes

Mend garments for family

94% of the married respondents—yes

71% of the unmarried respondents—yes

Pay to have alterations done

45% of the married respondents—yes

58% of the unmarried respondents—yes

CHAPTER IV

EDUCATIONAL NEEDS AS EXPRESSED BY YOUNG WOMEN

Education for Homemaking.—Young women, who were in the 24-26 age group, felt very strongly about the kind of education that is essential for girls. Ninety-four percent of those who participated in the study felt that girls today definitely need preparation for homemaking in addition to that provided in their parental homes; and 96 percent felt that young girls today need preparation for employment outside the home.

Of the 47 comments pertaining to the high school home economics program, 37 definitely affirmed the need for education for homemaking. Some of the comments were:

"I was trained to hold a good job outside the home and to participate in church and social activities, but I had little training or experience in managing a home or caring for children. Therefore, I sometimes feel more at home at work. I strongly feel that homemaking training should be emphasized at home and at school for all girls."

"I did not take home economics and I have regretted it many times. It should be stressed for high school girls."

"Many times I have felt that things could have been a lot easier for me if I had taken home economics in high school."

"My three years of home economics in high school really helped me in a lot of ways. I think every girl should take it in high school and try to get as much as she can out of it."

"Enjoyed home economics classes. They helped prepare me for the big job of homemaking."

"I think a course in home economics should be required of all high school girls."

Young women who did not enroll in home economics in high school acknowledged the inadequacy of their preparation for homemaking, and regretted the fact that they had not had this training. On the other hand, young women who enrolled in home economics in high school felt more adequately prepared for the responsibilities of homemaking and recommended very strongly that all girls have courses in home economics while in high school. Both their comments and the high percent (94 percent) who checked the item on the questionnaire revealed that the young women who participated in the study seemed to regard homemaking as a vocation which requires the skill and competence of a well-trained homemaker.

Ninety-four percent of the young women in the study who were enrolled in the tenth grade in 1954-55 felt that young women today need preparation for homemaking in addition to that provided in their parental homes.

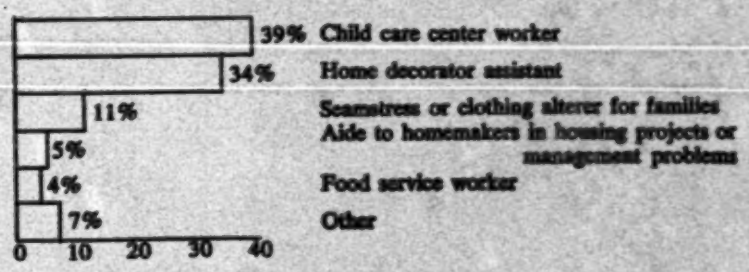
Education for Employment

Not only did the young women in the study affirm the need for education for homemaking, but 96 percent of them felt that young women today need preparation for employment outside the home. Such a high percent of responses about homemaking and employment seem to be indicative of the value that young women place on preparation for the career aspect of their lives.

Education for Occupations Using Home Economics Knowledge and Skills

Through the survey, it was found that young women were interested in training for employment in occupations using home economics knowledge and skills. Of the 1,304 young women who responded to this item on the questionnaire, 50 percent of them indicated that they would be interested in training that would prepare them for employment in occupations requiring home economics knowledge and skills. As shown in Chart 10, 39 percent of the young women desired training for work in a child-care center and 34 percent for positions in home decoration. While the major interest expressed was in the two occupations mentioned, there was some interest in all of the wage-earning occupations for which training may be provided.

CHART 10—OCCUPATIONS REQUIRING HOME ECONOMICS KNOWLEDGE AND SKILLS IN WHICH YOUNG WOMEN WERE INTERESTED



The group of young women who indicated a home economics related occupation in which they were most interested in training for employment were studied to discover some of their characteristics. Predominantly, young women living in the metropolitan areas manifested the highest interest in home economics occupational training (Table 19). Fifty-one percent of those living in cities of 10,000 or over or suburban areas desired occupational training as compared to 21 percent in small towns and 26 percent in rural areas.

TABLE 19

INTEREST OF YOUNG WOMEN CURRENTLY EMPLOYED IN OCCUPATIONS REQUIRING HOME ECONOMICS KNOWLEDGE AND SKILLS AS RELATED TO PLACE OF RESIDENCE

Place of Residence	Interest in Occupational Training Percent
Farm and Rural Non-Farm	26
Town or Small City	21
City over 10,000 and Suburb	51
No Response	2

Of the 616 young women who checked an occupation requiring home economics knowledge and skills for which they would be most interested in training for employment, 80 percent were high school graduates and 84 percent had at least one full-year of home economics while in high school.

The occupational program appealed about equally to the married and unmarried women. Thirty-seven percent of the married and 30 percent of the unmarried women denoted interest in occupational preparation. More of the unemployed (57 percent) than the employed (41 percent) young women were interested in home economics wage-earning occupational training.

The highest percent of young women (50 percent) who responded to the item pertaining to the desire to prepare for employment in occupations requiring home economics knowledge and skills were employed in clerical and sales occupations (Table 20). The next highest percent (19 percent and 17 percent) were among those who were employed in professional and service occupations, respectively. In the other occupational categories, interest was negligible.

TABLE 20

INTEREST IN OCCUPATIONAL TRAINING IN HOME ECONOMICS ACCORDING TO OCCUPATIONS IN WHICH EMPLOYED

Occupation in Which Employed	Interest in Occupational Training Percent
Professional	19
Clerical and Sales	50
Services including household	17
Skilled craftsmen	5
Semi-skilled operatives	7
Unskilled	2

In regard to education, young women in the study expressed the feeling that: (1) girls definitely need education for the vocation of homemaking; (2) girls today need preparation for employment; and (3) there is a need for training which will prepare young women for employment in occupations requiring home economics knowledge and skills.

Young women in Virginia need and desire preparation for homemaking and for employment.

CHAPTER V

DIFFERENCES IN CHARACTERISTICS OF YOUNG MARRIED WOMEN WHO GRADUATED AND DID NOT GRADUATE FROM HIGH SCHOOL

Extent of Withdrawal from School.—Eleven percent of all the girls who were in the tenth grade in 1954-55 dropped out of high school before graduation. Compared to the five percent of all students who dropped out of Virginia high schools, grades 8-12, in 1962-63, 11 percent is a relatively high dropout rate.[1]

Formal education terminated for 45 percent of the girls who graduated from high school. This, together with the fact that 11 percent of the girls dropped out of high school before graduation, means that over one-half of the young women in the study had limited preparation for earning a livelihood.

According to information obtained from high school records, the major reason for girls leaving high school was marriage. This reason was indicated for two-thirds of those who did not graduate from high school. For girls both at the high school and post-high school levels, marriage seemed to be a primary factor in accounting for early termination of education.

Ability-wise, according to I.Q. scores, the dropouts did not have quite the academic ability of those who graduated from high school. Thirty-six percent of the dropouts as compared to 17 percent of the graduates were in the 70-89 I.Q. ability range; 64 percent of the dropouts as compared to 78 percent of the graduates were in the 90-119 ability range. Five percent of those who graduated from high school had I.Q.'s of 120 and over. Not any of the dropouts fell in the above-average ability range. Almost two-thirds (64 percent) of those who terminated their education prior to high school graduation possessed the intellectual capacity for higher educational attainment, and, with proper motivation, at least could have graduated from high school.

Level of Education of Parents of Graduates and Dropouts.—The educational attainment of daughters paralled somewhat the educational attainment of parents. Of the girls who graduated from high school, a higher percent of their parents were high school or college graduates than were the parents of girls who dropped out of high school. At the high school level, 23 percent of the fathers and 32 percent of the mothers of high school graduates had graduated from high school, whereas 13 percent of the fathers and 19 percent of the mothers of dropouts had graduated from high school. Almost 50 percent of the parents of dropouts terminated their education at the seventh grade, while 36 percent of the fathers and 26 percent of the mothers of graduates did so. Even though better educated parents had better educated daughters, the girls who withdrew from high school surpassed the educational attainment of 50 percent of their parents (who terminated their education at the seventh grade) by three or more years.

TABLE 21

LEVEL OF EDUCATION OF PARENTS OF YOUNG MARRIED WOMEN WHO GRADUATED AND DID NOT GRADUATE FROM HIGH SCHOOL

Level of Education Attained	High School Graduate		High School Dropout	
	Father Percent	Mother Percent	Father Percent	Mother Percent
7th grade	36	26	50	48
High school graduate	23	32	13	19
College graduate	8	8	—	1

Preparation for Employment—A Need.—Those who terminated their education prior to high school graduation now seem to feel a need for preparation for employment. Seventy percent of the dropouts as compared to 48 percent of the high school graduates were interested in training for employment in occupations requiring home economics knowledge and skills.

Of the graduates and dropouts currently unemployed, the percent of unemployed was higher for the dropouts (67 percent) than for the high school graduates (54 percent). There appeared to be a relationship between unemployment and a corresponding interest in preparation for employment. The young women who dropped out of high school indicated a stronger interest in occupational training than did those who graduated from high school.

One of the young women who married when she was 15, is divorced and is supporting herself and her child on less than $3,000 a year wrote, "I quit school to get married and now realize my mistake. Please urge all girls to get as much education as possible. I would shout from the housetops if it would do any good. It is so important for girls to have training for employment."

[1] W. S. Graybeal, *Virginia Secondary School Dropouts, 1962-63.* Vol. 47, No. 2, Division of Educational Research, State Department of Education, Richmond, Va., August, 1961, p. 1.

Income Levels of Married Women Who Graduated and Did Not Graduate From High School.—High school graduation seemed to be directly related to higher incomes during the early years of marriage. Twenty-two percent of those who graduated from high school indicated incomes in the $9,000-$11,000 bracket, as compared to seven percent for those who did not graduate from high school. Likewise in the $6,000-$9,000 bracket more of the high school graduates were in this income range than were those who did not graduate. Fewer of the graduates than dropouts were in the $3,000 to $6,000 level of income.

TABLE 22

LEVEL OF INCOME OF MARRIED WOMEN WHO GRADUATED AND DID NOT GRADUATE FROM HIGH SCHOOL

Income	Married Graduate Percent	Married Dropout Percent
$3,000 - $ 6,000	42	66
$6,000 - 9,000	36	27
$9,000 - 11,000	22	7

Housing for High School Graduates and Dropouts.—The two main ways in which housing for graduates differed from that of dropouts were in home ownership and living in a parental home after marriage. A slightly higher percent of graduates (50 percent) were living in a house that was owned or being bought than were dropouts (45 percent). Ten percent of the dropouts were living in their parental homes as compared to five percent of the graduates. About the same percent of graduates and dropouts were living in rented property.

TABLE 23

HOUSING OF MARRIED WOMEN WHO GRADUATED AND DID NOT GRADUATE FROM HIGH SCHOOL

Type of Housing Used	Married Graduate Percent	Married Dropout Percent
House owned or being bought	50	45
House or apartment being rented	43	45
Parental home	5	10
Other	2	—

Area of Home Economics Content in Which Graduates and Dropouts Expressed the Greatest Need for Help.—No appreciable differences were found between the graduates and the dropouts with respect to the areas of home economics content in which there was a need for help. Slightly more of the graduates (12 percent), however, than the dropouts (8 percent) indicated need for help in managing a home. In all of the other areas of home economics content, the need for help existed to about the same extent.

TABLE 24

AREA OF HOME ECONOMICS CONTENT IN WHICH GRADUATES AND DROPOUTS EXPRESS THE GREATEST NEED FOR HELP

Area of Home Economics	Married Graduates Percent	Married Dropout Percent
Managing the income	23	24
Managing a home	12	8
Feeding the family	11	10
Clothing the family	6	7
Caring for illness	11	11
Caring for children	12	14
Housing the family	12	14
Caring for a home	5	3
Contributing to family happiness	8	9

Homemaking Practices of Graduates and Dropouts.—The two areas of home economics content in which there seemed to be some differences in the practices of graduates and dropouts were (1) feeding the family and (2) managing the income.

Consumption of less than recommended amounts of milk daily was somewhat higher in the families of the dropouts. Sixty-two percent of the fathers and 46 percent of the children in the families of dropouts had less than the recommended amount of milk for a day, while 57 percent of the fathers and 40 percent of the children of the graduates had less than the recommended amount of milk per day. In 72 percent of the cases (both graduates and dropouts) the mother had less than the recommended amount of milk per day.

In managing the income, more graduates than dropouts used practices that contributed to family financial security. More of the graduates than the dropouts had a systematic method for keeping financial records (60 percent as compared to 47 percent); had a regular plan for savings (64 percent as compared to 54 percent); had a financial reserve for emergencies (76 percent as compared to 67 percent); carried life insurance on the chief support of the family (95 percent as compared to 93 percent); and carried health and accident coverage on the chief support of the family (95 percent as compared to 90 percent).

Young families appeared to have much better insurance protection than they have savings or financial reserves for emergencies.

CHAPTER VI

DIFFERENCES IN CHARACTERISTICS OF YOUNG MARRIED WOMEN WHO DID AND DID NOT ENROLL FOR VARYING AMOUNTS OF HOME ECONOMICS WHILE IN HIGH SCHOOL

There were not many discernible differences in the performance of young women who had studied homemaking for varying lengths of time as evaluated by the responses to the items on the questionnaire used in this study. The written comments of the young women, however, reflected that the study of home economics in high school had made significant contributions to their happiness and effectiveness as homemakers (see Appendix A, p. 27).

"I love my job as wife and mother and I feel that home economics in school is and should be a must for all girls."

"If women were prepared for homemaking, they would have the time and energy to discover opportunities for being creative and more contented."

"My three years of home economics in high school really has helped me in a lot of ways. I think every girl should take it in high school and try to get as much as she can out of it."

Those who had not studied home economics in high school felt that they would have been better prepared for their responsibilities had they included home economics in their high school programs. Some of these comments were:

"Many times I have felt that things could have been a lot easier for me if I had taken a course in home economics in high school. No matter what a girl plans for the future one course in home economics would help."

"I did not take home economics in high school and have regretted it many times."

"Starting with my junior year, I changed schools and specialized in courses leaving out home economics. I now realize home economics was more important."

Furthermore, 94 percent of all the young women who responded felt that the young girl today needs preparation for homemaking in addition to that received in the parental home. One characteristic comment was:

"Young women need additional preparation for homemaking depending upon how much they got in their parental homes."

Academic Ability of Young Married Women as Related to the Number of Years Enrolled in Home Economics.—As shown in Table 25, the percent of girls of average academic ability who enrolled for one to four years of home economics ranged from 70 to 81 percent. All academic ability levels were represented in home economics classes in all years except for third-year home economics. In third-year home economics only the average and below average students were enrolled. The girls of above average academic ability either enrolled for one-year of home economics (6 percent) or did not enroll in home economics at all (8 percent).

TABLE 25

ACADEMIC ABILITY OF YOUNG MARRIED WOMEN IN RELATION TO NUMBER OF YEARS ENROLLED IN HOME ECONOMICS

	Years of Home Economics				
Academic Ability	None Percent	One Year Percent	Two Years Percent	Three Years Percent	Four Years Percent
Below average	9	13	28	28	29
Average	83	81	71	72	70
Above average	8	6	1	—	1

Practices Used in Homemaking According to Years Enrolled in Home Economics.

Managing the Income.—Irrespective of whether or not the young women had no home economics or up to four years of home economics, approximately two-thirds did not keep records of expenditures or have a regular plan for savings. On the other hand, 53 percent of those who had three years of home economics kept records of expenditures and had a regular plan for savings.

Approximately 75 percent maintained a financial reserve for emergencies and 94 percent had life, health, and accident insurance on the person who provided the chief support for the family.

Caring for children.—As the years of home economics education increased, the tendency for the mother and father to jointly assume the major responsibility for the discipline of children increased. This increase was from 56 percent for those who had no home economics to 64 percent for those who had four years of home economics.

Clothing the Family.—Slightly more (95 percent) of those who had not studied home economics purchased most of the family's clothing ready-made than had those who studied four years of home economics (93 percent).

There was a marked difference in practices related to clothing construction, repair, and alterations between those who had four years of home economics and those who did not have home economics courses. Fifty-three percent of those who had four years of home economics sewed for themselves or their families, whereas only 32 percent of those who had had no home economics did so. Ninety-eight percent of those having four years of home economics and 90 percent of those having no home economics did the mending for the family. More of those having four years of home economics (76 percent) made alterations in clothing than did those having no home economics (58 percent). Mending for the family was the most common sewing practice engaged in irrespective of the amount of training in home economics.

Differences in characteristics of those who have had or who have not had home economics courses and their practices in homemaking were not great and in some cases showed trends.

Opportunity to Develop Homemaking Abilities in Parental Home According to Years of Home Economics.—Opportunities for developing homemaking abilities in parental home were found to be very similar irrespective of the years of home economics. Those who had not studied home economics had very little experience in their parental home in caring for children, and those who had no home economics or one year of home economics had "very little" opportunity in parental home to develop abilities in caring for illness in the family.

Feeding the family was the one home economics content area in which those with three and four years of home economics had "very much" opportunity in parental home to develop homemaking abilities as compared to "some" opportunity for those who had less than three years of home economics.

A much higher percentage (97 percent) of the young women who had studied two or more years of home economics than those with no home economics (87 percent) or one year of home economics (65 percent) indicated that young girls today need preparation for homemaking in addition to that provided in parental home.

Attitudes Toward Homemaking According to Years Enrolled in Home Economics.—A slightly higher percent (96 percent), of those with three or four years of home economics than of those with less home economics (92 percent) derived personal satisfaction from homemaking. Those who had studied home economics (83 percent) find homemaking to be more of a full-time job than those who did not have any home economics (77 percent). Approximately 87 percent of those who had two or more years of home economics and 69 percent of those with less than two years of home economics found the subject intellectually stimulating.

Areas of Home Economics Content in Which There Was Greatest Need for Help According to Years of Enrollment in Home Economics in High School.—A somewhat higher percentage of those with no home economics (17 percent as compared to 14 percent) indicated a need for help in managing the home. This difference, however, was probably not significant. Twenty-six percent of those who had four years of home economics as compared to 21 percent of those with no home economics expressed a need for help in managing the income.

Those enrolled in one or four years of home economics indicated some need for further help in all areas of home economics content. Managing the income, managing a home, feeding the family, caring for children, and housing the family were the areas of homemaking where a higher concentration of need seemed to exist.

Interest in Occupations Using Home Economics Knowledge and Skills According to Years of Home Economics in Which Enrolled.—The most marked difference in interest in occupational training was reflected in the fact that as the years of enrollment in home economics increased there was a corresponding interest in training for employment in occupations using home economics knowledge and skills. Sixty-one percent of those with four years of home economics as compared to 39 percent with no home economics wanted occupational training in home economics. This was evidenced in the following occupational categories: child care worker, seamstress, food service worker, and home decorator's assistant.

Although data are insufficient to be conclusive, it appears that those who had three or four years of home economics use better income management practices, alter and mend garments more extensively, have more positive feelings about the homemaker's role, and have greater interest in preparation for occupations requiring home economics knowledge and skills than do those who had devoted less time to the subject.

CHAPTER VII

SUMMARY AND CONCLUSIONS

The "Follow-Up Study of Girls Enrolled in the Tenth Grade in 1954-55 in Virginia High Schools" was made to gain information from young women in the 24-26 age group about: their education, their family, their occupation, their employment, their preparation for homemaking, their homemaking practices, their problems and needs in homemaking, and some of their feelings about homemaking.

The two main purposes of the investigation were to gain information from young women which may reflect: (a) a need for strengthening the educational program which prepares for the vocation of homemaking; and (2) a need for planning programs to prepare young women for occupations using home economics knowledge and skills.

The study was limited to 20 percent of all girls enrolled in the tenth grade in 1954-55 in Virginia High Schools. Two instruments were used. One was a data sheet to obtain information from high school records about the girls selected to participate in the study and to get their current addresses. The other instrument, a questionnaire, was mailed to all those for whom addresses were secured. Data for the study were obtained from 1,585 young women who were in the tenth grade in 1954-55.

Some of the outstanding characteristics of young women in Virginia in the 24-26 age group were found to be: early marriage and early child bearing; high rate of marriage and relatively low divorce rate; early termination of education both at the high school and post high school levels; enrollment in home economics for a limited length of time; home ownership; moderate level of income; recurrent mobility of residence; shift from rural to urban living; and, prevalence of young women in paid employment.

Problems in the early years of marriage seemed to cluster in two areas—adjusting to new situations and adjusting to the role and responsibilities of being a homemaker. Managing the income was the one problem encountered in the early years of marriage which was checked most frequently by the young women in the study.

Opportunities in parental homes for developing competencies in home economics content areas ranged from some to very little in seven of the nine home economics content areas, i.e. managing a home, feeding the family, caring for children, caring for illness in the family, clothing the family, managing the income, housing the family.

Apparently, in the opinion of young women, girls do not acquire adequate preparation for homemaking in parental homes. The young women expressed some need for help with problems in all of the home economics content areas. Management (including managing the income and managing a home) was the content area in which the greatest need for help was indicated.

Positive attitudes toward homemaking were expressed by a high percent of the young women. Ranked highest were the feelings that the homemaker's most important role is to provide an atmosphere conducive to family happiness and to the development of individual family members, and, that homemaking provides for creative self expression and personal satisfaction. Approximately three-fourths of the young women considered homemaking a full-time job of comparable dignity and status to employment outside the home and they found homemaking to be intellectually stimulating.

Practices used in homemaking reflect that inadequacies existed in the consumption of citrus foods and milk with the greatest inadequacy being in the consumption of milk; that usually the less expensive foods of comparable nutritive value to that of higher priced foods were chosen; and that the use of nutritious desserts predominated in family meals.

From one-fourth to one-third of the young women either did not keep a record of expenditures or did not maintain a financial reserve to meet unexpected situations. The young women were conservative in the use of credit except for major expenditures.

Guidance of the growth and development of children appeared to be a shared responsibility between parents. The family doctor was the person most frequently consulted when child care problems occurred. A variety of play materials seemed to be available in the homes for small children.

A high percent of the young women indicated that most of the family clothing was bought ready-made. More of the women mended garments than made or altered them.

The dropout rate at the high school and post-high school levels was high. Eleven percent did not graduate from high school and 45 percent did not continue education beyond high school. Slightly over one-third of those who continued their education beyond high school had four or more years of schooling.

Young women in the study indicated very strongly that girls today need preparation for homemaking in addition to whatever preparation they may have ac-

quired in their parental homes and that they need to prepare for employment in wage-earning occupations. The young women were almost unanimous in feeling that girls today need preparation for employment in wage-earning occupations.

Almost one-half of the young women indicated a desire to prepare for employment in sub-professional home economics occupations requiring home economics knowledge and skills. Greatest interest was expressed by those currently unemployed, those living in urban areas, those who graduated from high school, those in the lower income brackets, and those who had studied home economics in high school.

A comparison of the young married women who graduated and did not graduate from high school revealed that the educational attainment of the daughters was similar to that of their parents; that a higher percent of graduates than those who did not graduate from high school were interested in training for home economics wage-earning occupations, were employed, and had incomes in the higher income brackets. The graduates and those who did not graduate from high school expressed need for help in the same home economics content areas and to about the same extent. In the home economics content area of managing the income, the practices of graduates seemed to be superior to the practices used by those who did not graduate from high school. Differences appeared in keeping financial records, in savings, and in maintaining a financial reserve.

The young married women who enrolled in home economics for the greatest number of years more so than those who had little or no home economics courses seemed to have more positive attitudes toward the importance of the homemaker's role; to show a higher regard for preparation for the vocation of homemaking; to have more interest in preparing for employment in home economics wage-earning occupations; and to value the importance of continuing their education beyond high school.

Nearly one-half of the young married women in the study had two or more years of home economics in high school. Between 70 and 81 percent of the girls enrolled in home economics were in the average ability range.

From the findings of this study, it may be concluded that:

1. The needs of girls for preparation for assuming their roles as homemakers and wage earners must receive increased attention in the development of the secondary school program.

2. The home economics program at the high school level should be expanded to enroll more girls, and opportunities should be provided for girls to be enrolled in this program for a sufficient length of time to acquire basic competencies essential in homemaking and in rearing a family.

3. More high school girls should be motivated to continue their education beyond high school in order to prepare for professional careers in home economics and in other fields.

4. There is strong justification for providing accessible opportunities at the post-high school level for young women in the 24-26 age group to further their preparation for employment, marriage, homemaking, rearing of families, reentry into employment, and personal development.

5. The home economics education program, which is an integral part of the secondary school program, may be strengthened by:

   A. **Improving the Homemaking Courses through:**

      Continuing and expanding emphasis on helping girls to deal with problems involved in the total job of homemaking.

      Placing emphasis on homemaking experiences of sufficient scope and challenge to aid girls in assuming major homemaking responsibilities.

      Planning programs which focus on increasing competencies in management of income and management of time.

      Continuing and expanding emphasis on application of basic nutrition knowledge to family nutritional practices.

      Emphasizing that the care and training provided young children in the home has a marked bearing on their chances for happy, effective development, and that training is needed to aid girls for the important responsibilities of guiding and nurturing the growth of young children.

      Gearing educational experiences to problems of concern to urban, suburban, and rural families.

      Providing experiences which meet the needs of girls with varying academic abilities.

      Continuing emphasis on development of abilities to make decisions, to solve problems, and to adjust to new and different situations.

      Developing managerial abilities that will enable young women to cope with problems of managing two vocations—homemaking and wage-earning.

   B. Improving the courses which prepare for entering wage-earning occupations through:

      Continuing and expanding emphasis on wage-earning courses which have been developed as

a part of the home economics education program in some high schools in the State.

Incorporating wage-earning courses into the home economics education program in a larger number of high schools.

Working with administrators, guidance counselors and others in local schools to find those students who may profit by enrolling in wage-earning courses.

Working with other agencies in the State to determine the employment opportunities for students with a background of training in wage-earning courses using home economics knowledge and skills.

Increasing opportunities for young women to prepare for employment in wage-earning occupations at the post-high school level.

Placing emphasis on wage-earning courses in those occupational areas in which young women in the study expressed greatest interest i.e. child care, home decoration, and clothing services.

APPENDIX

Quoted Comments of Young Women as Related To Attitudes Toward Homemaking

Reactions of Young Women To Participation In The Study

Problems of Young Women Grouped By Categories

Problems During The First Years of Marriage That Were Difficult to Solve

APPENDIX A

QUOTED COMMENTS OF YOUNG WOMEN AS RELATED TO ATTITUDES TOWARD HOMEMAKING

Young Women Today Feel a Need for Preparation for Homemaking in Addition to Preparation Received in Parental Home

"... courses in high school helped me in many ways and I think all young girls should take at least one year of home economics in high school or college."	General office clerk
"College courses most beneficial in homemaking preparation."	Secretary
"... my three years of home economics in high school really has helped me in a lot of ways. I think every girl should take it in high school, and try to get as much as she can out of it."	Clerk—drug store
"Girls taking home economics in high school make better wives."	Sewing machine operator
"Still use home economics book ... very useful in homemaking."	Sewing machine operator
"I have found that in taking home economics in school, it has made my job of homemaking in married life easier."	Not known
"Enjoyed home economics classes, they helped prepare me for big job of homemaking."	Not known
"I feel that home economics in high school helped me a lot, mostly because of the low budget my family must live on."	Domestic worker
"My major in home economics has helped me be a better homemaker."	Home Economics teacher
"... women can learn homemaking skills on their own if they have well written, illustrated literature available."	Secretary
"If a young woman has taken an active part in home, I feel no further training is needed.	Secretary-hostess
"... all the training in the world can not be enough if the girl does not desire to be a dedicated homemaker."	Secretary
"Believe in some cases home economics makes young girls want to marry."	Secretary
"I can't say whether my home economics has helped me a great deal or not ... to me homemaking is truly a profession."	Assembler on conveyor line
"Preparation media is dependent upon person and what they can learn and apply themselves."	Interior decorator
"... enjoy homemaking, but received good preparation from home, FHA, 4-H Club and nursing education."	General staff nurse
"Girls should be taught good consumer practices, tastes should be developed in interior design, furnishings, etc."	Not known
"I feel that I have learned more by experience since marriage than before. It's a great life."	Not known

"Feel that young women need preparation for homemaking, but believe it can be achieved through living alone; with others in an apartment before marriage."	Not known
"I truly feel that a good homemaker begins in parental home."	Not known
"I feel that I learned a lot from my mother about homemaking." But not everyone has that kind of training."	Beautician
"Every girl of high school age should prepare herself to face any situation before leaving high school. Then further her education."	Housekeeper
"Personally, have never cared for home economics—course that provides little intellectual stimulation."	Science teacher
"Homemaking is a very serious job and needs all the study and encouragement to get more girls to take the classes in school."	Clerk-typist
"I love my job as wife and mother and I feel that homemaking in school is and should be a must for all girls."	Policy typist
"If women were prepared for homemaking, they would have time and energy to discover opportunities for being creative and more contented."	Secretary
"I was trained to hold a good job outside the home and to participate in church and social activities, but I had little training or experience in managing a home or caring for children. Therefore, I sometimes feel more at home at work. I strongly believe homemaking training (as well as occupational training) should be emphasized at home and at school for all girls."	Secretary
"Wish I had taken more home economics courses, especially in meal planning."	Teletype operator
". . . many times I have felt that things could have been a lot easier for me if I had taken a course in home economics in high school . . . no matter what a girl plans for the future, one course in home economics would help."	Secretary
"Too many young women today do not have the proper foundations in homemaking necessary for today's young marriages."	Private secretary (bank pres.)
"Young women should be better trained for such an important job as that of homemaker and mother."	Clerk—general store
". . . all young ladies should acquire home economics for later life."	Supervisor, food
"Every girl should have home economics in school—helps a great deal."	Housekeeper aide
"I feel that young women should be prepared for homemaking so they could manage a little better."	Nurse's Aide
"During this day and time I think that every young lady should prepare herself for homemaking, it will be a great help."	Domestic worker
"Young women need home economics in order to maintain themselves properly."	Domestic worker
"Every girl should take home economics. I think it is very bad to hear a girl say she can't cook."	Beautician
"The home seems to be losing its purpose, that of giving the child and other family members initial training. Thus, home economics is essential."	English teacher
"I feel that every young woman today should learn as much as she can about homemaking."	Elementary teacher

"I think a course in home economics should be required of all high school girls."	Piano teacher
"I feel that each woman should have home economics training in and outside of the home."	Substitute teacher
"Young women need additional preparation for homemaking depending upon how much they got in parental home."	Telephone operator (Educ. rep.)
"Every young woman should learn all she can about homemaking before entering marriage."	Telephone operator
"I did not take home economics and I have regretted it many times. It should be stressed while in high school."	Clerk-typist
"I enjoy homemaking and regret that I did not take more of it in high school."	Group-chief operator-supervisor of employees
"Starting with my junior year, I changed schools and specialized in courses leaving out home economics. I now realize home economics was more important."	Not known

Young Women's Feelings About Combining Homemaking and Employment

"Even though I find my job outside my home satisfying, if there was no reason economically for me to work I would feel my job as homemaker more rewarding."	Secretary
"Prefer staying home with 18-month-old son as mother and housekeeper; however, because of the cost of living, I feel that I must work at least until we have another child."	Clerk-cashier
"Homemaking provides full-time employment for me, but I must help support the family."	Cashier—supermarket
"I love to be home baking and doing things, but I feel it is my responsibility to help save enough for our house and then I can stay home and raise a family. (They have been married two years and live in grandparents' tenant house.)"	Secretary
"Even though it is necessary for me to work, I still feel a woman's place is at home, and I endeavor to do my best to create the proper home life for my family."	Supply clerk
"I work outside the home so as to support myself and children."	Sewing machine operator
"At the present time I have to work outside the home, but I hope soon I will be able to devote all of my time to being a homemaker and mother."	Assembler on conveyor line
"Although I have to work, I feel that my most important responsibility is to maintain a happy family."	Floral designer
"I feel that homemaking is full-time job, yet I work because I need to."	Teacher
"From necessity, I worked for about 18 months at a full-time job. We are all much happier and better cared for with my full-time energy devoted to our home."	Telephone operator
"I have adapted myself quite well to the job of homemaking, and being employed elsewhere doesn't disrupt it."	Clerical assistant
"I do not feel that my role as a homemaker is a minor one; however, I thoroughly enjoy outside employment. (Had some responsibilities other than cooking before marriage and learned to schedule time to get things done quickly."	Secretary-bookkeeper
"I do not feel homemaking provides full-time employment because I do not have children."	Cashier—college
"When a woman has a job outside the home, I feel she really enjoys the family and home more, even if it does mean she usually has additional responsibilities."	Bookkeeper
"Like to work and keep house. It's a challenge."	Secretary—law
"I feel that the responsibility of homemaking helps you to grow up, and if done wisely you can find time for employment outside the home."	Power machine operator & seamstress
"... enjoy homemaking but like outside work also."	Textile worker operator
"I like homemaking and also working outside the home. It is creative."	Florist
"Find homemaking "wonderful," but like to work outside to get extra money of my own."	Cook & maid
"Homemaking is full-time job. But working outside the home makes me a better mother and wife. I appreciate my home and loved ones more."	Waitress

"I enjoy homemaking but also enjoy being able to do other work outside part-time."	Substitute teacher
"I enjoy teaching as well as caring for my family."	Home Economics teacher
"Though I am employed outside my home, I try to always consider first my family's welfare."	Elem. teacher
"Enjoy my home and in two months I am quitting work to devote full-time to my homemaking and my family."	Bookkeeper
"Employed five years, enjoyed work, but happier as full-time wife and homemaker."	Cashier
"Fully satisfied—never want to work outside home unless necessary."	Stenographer
"... homemaking is full-time employment. Satisfaction and enjoyment come when I know the importance of the job."	Secretary
"Working outside the home is very time consuming. I would like to have more time for my home."	Garment checker
"... since I have quit work I can give more time to my husband and home and I enjoy having the time to do many little things that mean so much in a home."	Assistant manager drug store
"I do not believe a woman should work outside the home."	Service rep.
"I feel that homemaking should be and is a full-time job. Being away at a job two days a week has proven this."	Medical technologist
"... think no mother should work unless absolutely necessary."	Not known
"Don't feel that I could ever leave my children and home to work at anything else."	Textile worker
"I strongly feel any woman who is married needs to stay home and take care of her family."	Not known
"I believe that homemaking is a full-time job. Working interferes with my job at home as well as at work. I would rather be a homemaker than work. It is important for the mother to be home with the children."	Not known
"I feel the natural place for a wife or a mother is in the home."	Not known
"Homemaking is a full-time job, but working as I do (approx. one week a month) I do not deprive my family of my time and their care. I do not believe a mother should work five days a week."	Telephone operator
"My time spent in caring for our home is so limited by my outside employment that I do not have time to enjoy it. I do enjoy preparing our meals, the few we eat together due to our irregular working hours.	Analyst
"Do very little homemaking being employed five days weekly full time, but do enjoy homemaking thoroughly."	Stenographer
"Since seventh grade, I always wanted to work along with some H.D.A."	Secretary
"Work now but I am eager to establish a home of my own when my husband is discharged."	Textile worker
"If I were living in U. S. I probably would not work outside the home. Here it helps to pass time."	Secretary
"I enjoy staying home to a certain extent, but I get more fulfillment out of working in an office. As soon as my baby gets in school, I intend to go back to work."	Clerk-typist

"If we had children, I would consider the vocation of homemaking full-time employment, and feel my preparation for this job should have been more complete."	Secretary
"Before becoming a mother I felt a need for outside employment, but I feel that the place of a mother with young children is in the home."	Claims rep.—soc. sec. adm.
"At present time, I feel homemaking occupies all my time; however, as children get older I feel I may have spare time to work outside home."	Stenographer
"I feel that if you have children you should stay at home with them and see that they are properly cared for."	Secretary
"I feel that there are times in every homemaker's life when she becomes tired of the daily schedule and would like to go to work. However, the cost of child care is usually too expensive."	Banking
"I was very well satisfied at home before going to work. I plan to quit in the near future to raise my family."	Garment construction
"Unless it is absolutely necessary to work outside the home the mother should be at home with her children."	Housewife
"Even though I do work, my family and home come before my job."	Insurance agent
"I enjoy being a housewife. I enjoy cooking and caring for my family—but it is still nice to be able to work one or two days a week."	Registered nurse
"I feel that a person should stay at home with the children until they start school, unless they have to work."	Not known
"I would like an outside job only after all our children are in school. My place now is at home with them."	Not known
"After children come, the vocation of homemaking should provide full-time employment for me."	Not known
"Like job of homemaking very much, but working out and taking care of my children is a job."	Nurse's Aide
"At present, I am working regularly in a hospital, and I do not always have time to keep up my homemaking activities as I so desire."	Ward helper in hospital
"I think women of today who work outside the home need help to keep the home up."	Phy. Ed. teacher
"Due to my profession, I rarely find time for things that would make homemaking creative or stimulating."	Elem. teacher
"It is sometimes difficult to maintain a home in the manner one would like and to work also. They are both full-time jobs."	Teacher
"I prefer to use my college education in some other way than being a housewife. Not everyone can be a teacher. Everyone can be a housewife."	Teacher
"I am a working wife and homemaker and this has limited me especially in creativeness—but not entirely. My working has helped financially so when our family begins I will have material things plus many new interests which I never had before marriage. I could never do dishes, etc. all the time without creative activities. Now I am ready to have a family."	Jr. High School Teacher
"I feel that homemaking provides full-time employment, but I think I should have training for a job outside of home if I ever need it."	Assembler at Electric Co.
"Wife should have training to be able to take care of self or family if situation arises."	Cashier—sales

APPENDIX B

REACTIONS OF YOUNG WOMEN TO PARTICIPATION IN THE STUDY

"Sorry for the delay in returning this paper, but I am just returning to normal activities after an operation."

"Sorry to have been so late, we've been on vacation."

"Hope this is not too late, I received it just today."

"Since I'm in the army most of the questions do not apply. That is why I did not answer the first one you sent. I have answered the ones which I can. I'm not making a home."

Sorry to be late with this. Have just returned home from the hospital with my fifth wonderful child."

"I am answering this while in the hospital, my baby is two days old."

A number of the young women appreciated the opportunity to participate in the study as indicated by comments such as the following:

"I have enjoyed very much completing your survey."

"I have enjoyed filling out your form and I hope the information is sufficient."

"Glad to complete questionnaire. I wish I had finished my education."

"Happy to participate."

"Thank you for the opportunity to participate in such an important study."

"While holding down a full-time job, I have answered these questions as best I know how, and hope that it will help some girls to become better homemakers."

"Really enjoyed filling out this report for you."

"Glad to be of help. Much luck with your survey."

APPENDIX C

PROBLEMS OF WOMEN GROUPED BY CATEGORIES

Married Women

A. Home and Family Care

128	caring for and guiding development of children
145	keeping the house orderly
91	caring for house and laundering without modern equipment
37	caring for clothing
75	providing care for children while working
37	keeping the family healthy
513	

B. Adjusting to the Role of Being Homemaker

131	accepting and adjusting to the role of being a homemaker
79	making transition from parental home
205	being responsible for making decisions
111	being responsible for the total job of homemaking
526	

C. Managing the Family Income

310	money management
103	making wise choices among brands when purchasing for the family
31	contributing to the support of a relative
444	

D. Adjustment to New Situations

95	making friends in new situations
63	adjusting to homemaking in new living situations
102	obtaining satisfactory housing
234	adjusting to buying groceries for and preparing meals for two
111	adjusting to changes in employment of self or husband
605	

E. Interpersonal Relationships

118	maintaining happy family relationships
170	adjusting to separation from husband when circumstances necessitate living separately for a considerable period of time
288	

F. Managing Time

159	organizing meal preparation to have all food ready to serve at the same time
53	scheduling time for family activities
212	

Unmarried Women

A. Home and Family

7	maintaining a household for one person
20	marketing and preparing food for one person
5	providing a home for a family member or relative
20	making suitable living arrangements
24	having a place to entertain friends
76	

B. Managing the Income

3	contributing to the support of a family member
26	meeting the costs of living independently
29	

C. Interpersonal Relationships

26	finding a suitable person with whom to share an apartment.
29	feeling a need for companionship
13	making friends in new situations
37	reaching decisions about marriage
105	

APPENDIX D

PROBLEMS DURING THE FIRST YEARS OF MARRIAGE THAT WERE DIFFICULT TO SOLVE

"Husband-wife relations"	Inventory report clerk
"Learning not to just get along with my husband but to live together happily"	Executive secretary to president
"Personality conflict between husband and self"	Senior account clerk
"Adjusting to living with a completely different personality"	IBM operator—Trust Department
"Maintaining happy relationships with in-laws"	Secretary
"Husband unable to accept responsibility"	Clerk-typist civil service
"Living with an alcoholic husband"	Secretary
"Keeping house for husband's family. Six people including our own family"	General clerk
"Keeping husband employed"	Machine operator—make cuffs for shirt and blouses
"... learning not to be so independent; including husband on decisions, etc."	Housewife—help in husband's grocery
"Jealousy"	Management and waitress
"Adjusting to the fact that I had a husband to consider before making decisions. Being patient, understanding and considerate."	Sales clerk
"Immature, selfish husband with a drinking problem"	Laboratory technician
"Getting along with mother-in-law when living with us"	Dance instructor
"Adjusting to marriage with a husband who couldn't adjust before he finished college (three years)"	Traffic director at radio station
"Adjusting to being 1,200 miles from parents at first part of marriage"	Interior decorator
"Adjusting to college student study habits of husband"	Registered X-Ray Technologist
"Getting used to new environment and new family"	Food Supervisor
"If you're wondering why we're getting a divorce, my husband simply got tired of marriage and didn't want to be tied down. We were very compatible"	English teacher
"Loneliness—having just finished college where I had many close friends and having grown up with 7 brothers and sisters, I was too dependent upon my husband for companionship"	Substitute teacher
"Personality adjustment"	Spanish teacher
"The man I married didn't adjust to being a husband"	Telephone operator
"My husband was in Japan for 15 months and this was the only difficult time because we were apart for so long"	Telephone operator
"Ours consisted mostly of my working while my husband was in school"	Telephone operator
"Supervision and management of housekeeper"	Teletype setter, operator
"Working and keeping house"	Medical secretary
"Managing home, full time job, and children at the same time	Clerk—Steno
"Finding time to do things at home after working everyday"	Bookkeeper
"Working and keeping house"	Shoe inspector

"Main problem was combining 2 major roles—art and homemaking"	Interior decorator
"Attending school and being a homemaker simultaneously. . . . Maintaining the home difficult"	English teacher
"Trying to balance time between homemaking and teaching"	English teacher
"Mostly adjusting to having to do all housework with no advice from mother, which I have long overcome"	Telephone operator
"Adjusting to being tied down with children"	General office worker
"If you have children, you always have trouble deciding which answer is the right one"	Bookkeeper
"Caring for and raising children alone without their father around to help"	Maid
"Adjusting to living on low income with four children while husband goes to college"	Insurance secretary
"Managing on small income—budgeting my time for housework"	Bookkeeper
"Being responsible for upkeep of family bills, etc."	Sewing machine operator
"Managing money jointly"	Teacher
"Caring for semi-invalid husband and going to school"	Third grade teacher
"Caring for elderly person"	Typist
"Husband's shift work at night"	Secretary
"Husband's shift work at night"	Head cashier
"It was not easy starting out"	Clerk-typist
"Loss of first child at eight months of age"	Branch office clerk
"Living in apartment after being on a farm and in a big house"	Secretary
"Trying to keep control on those days when everything goes WRONG"	Knitting company employee
"Moving to new place because of husband's job"	Cashier
"Completing house and buying furniture"	Garment factory employee
"Adjusting to shift work with husband on day work"	Not known
"Not having confidence in my cooking and entertaining ability to invite friends to dinner or a party"	Not known
"My husband being in the army"	Not known
"Obtaining satisfactory housing"	Elementary school teacher
"Accepting death of healthy baby"	1st grade teacher
"Too young at first marriage—very happy now"	Information office employee
"No problems at present other than getting adjusted to overseas housekeeping which does not meet U. S. standard of living"	Secretary
"Problems not too difficult—knew how to cook, came from a family of 8"	Secretary
"Thanks to home and school training, no problems"	Secretary
"We have had a wonderful 9½ years of marriage"	Cashier
"Have not come across any problems yet—married 3 months"	Checker—textile
"I must have had problems but don't remember them"	X-Ray technician
". . . not many problems which haven't worked out for the best"	Librarian
"Have not been married a year"	Second grade teacher
"No real problems"	Home Economics teacher
"This is my first year of marriage"	Math teacher